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ABSTRACT

A 3-year developmental program in career education for grades kindergarten through 14 (K-14) conducted by the South Portland, Maine schools is described in this report which also contains curriculum materials produced by the project. Goals are outlined for career awareness (K-6), career orientation and exploration (7-9), career preparation (10-12), and post high school program recycling (13-14). Revising curricula at the elementary and secondary levels and restructuring and revising guidance services in grades 7-12 are presented as major project goals. The document contains a summary of the report followed by the body of the report, which fully covers program objectives, design, procedures, and results and accomplishments. The six appendixes constitute the major portion of the document (537 pages) and provide (1) an outline of the career development design; (2) the final report of the Career Guidance Institute; (3) a human resource directory for teacher and student use called SIFTED (Shadowing, Interviewing, Field Trips, Talks, Educational Materials, Demonstrations); (4) a career awareness program (K-6) curriculum guide for elementary teachers (172 pages); (5) a language arts curriculum guide for grades 7-12 (222 pages); and (6) a secondary guidance handbook (40 pages). (TA)

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Final Report

Project No. V361112
Grant No. OEG-0-73-5305

REVAMP: REvitalize the Vocational and Academic Multifarious Program through Career Education

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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July 1976

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5.(a) The time period covered was July 1, 1973 to June 30, 1976.

5.(b) Goals and Objectives

The South Portland schools propose a developmental program in career education for grades Kindergarten through 14 with the following objectives included:

Career Awareness (Grades K-6)

1. Students will demonstrate an awareness about themselves including interests and abilities and gain a knowledge of a variety of career opportunities throughout 15 clusters.

Career Orientation (Grades 7-8)

1. Students will demonstrate insight into a diversity of career opportunities.
2. Students will be able to describe how a positive attitude toward work improves both personal job satisfaction and quality of product.
3. Students will relate interests and abilities to possible career selections.
4. Students will narrow career possibilities to three of the 15 USOE job clusters.

Career Exploration (Grade 9)

1. Students will make in-depth analysis of three job clusters of their choice.
2. Students will be involved in exploration through job shadowing.
3. Students will be administered the General Kuder Preference Record to better evaluate their interests.

Career Preparation (Grades 10-12)

1. Students new to the program will increase self-awareness, orientation, and exploration through individual or small group guidance.
2. Students will use tests such as: Kuder Preference Record - all forms, Holland's Self-Directed Search, or the Strong Vocational Interest Blank.
3. Students expected to drop out will be provided with a variety of vocational training opportunities so they may, upon leaving school, have a salable skill.
4. Students will receive placement services as a guidance function.

5. Students will be provided pre-vocational orientation courses in grade 10 in cooperative work-study, distributive education and business education so that they are ready for cooperative placement in grade 11.

Program Recycling (Grades 13 and 14)

1. All out-of-school youth and adults will be provided the opportunity to use high school guidance functions: testing, counseling, educational planning assistance, and placement.
2. All out-of-school youth and adults will be provided the opportunity for course work in adult education to complete credits for high school graduation, further vocational training or refresher courses.
3. The Assistant Director will structure the provision of these services on a regular evening basis and publicize this service through community media.

5.(c) Procedures

To meet the objectives of career education, the following procedures were utilized:

Career Awareness (Grades K-6)

1. The elementary curriculum coordinator, in collaboration with the elementary curriculum directors and REVAMP assistant director, established career awareness emphasis in all areas of the existing elementary curricula.
2. A sequential plan for developing units of studies in career awareness was completed by the elementary curriculum coordinator in conjunction with teachers in the four project schools and the elementary curriculum directors.
3. Provisions were made for the staff of the four project schools to receive in-service workshops.

Career Orientation (Grades 7-8)

1. A guidance assistant was added to each junior high staff so that each school would have two full professional counselors, a guidance assistant and a clerk.
2. In grades 7 and 8, students were involved in the orientation to a wide range of career opportunities. Emphasis was placed on the diversity of career opportunities and their relationship to school offerings with activities and experiences in all employment levels related to the 15 USOE clusters. The guidance department offered 100 hours per year of career education.

Career Exploration (Grade 9)

1. Career exploration program elements emphasized experience-centered activities. These included real or vicarious experiences in areas selected by the students.
2. To develop a more realistic secondary curriculum, one experienced, flexible South Portland junior high teacher was released from regular classroom duties to develop career education materials for infusion into the curriculum. Academic courses that would better complement vocational training areas in which the students have shown an interest were developed. In-service training was offered to all junior high school teachers.

Career Preparation (Grades 10-12)

The high school guidance department and Assistant Director complemented the career education program in the following ways.

1. Grade 10 provided a testing program using either the Kuder Preference Record - all forms, the Strong Vocational Interest Blank or Holland's Self-Directed Search. In group sessions counselors interpreted the tests.
2. Grade 11 offered follow-up of previous interests. Continuous individual and group counseling helped to develop a positive attitude toward work.
3. Grade 12 afforded, for some, detailed involvement in specific areas of interest. A major objective of the guidance department was that all students be helped in making decisions regarding post-high school plans.

Program Recycling (Grades 13-14)

The high school guidance department and Assistant Director complemented the career education program in the following ways:

1. Testing was available.
2. The implementation of this program depended much on the development of the resource center, the hub of guidance services.
3. An additional counselor at the high school was necessary to keep the student-counselor ratio a workable one. This afforded more time for the out-of-school population.
4. The guidance department enlisted the aid of vocational and business schools and colleges in the area.

5.(d) Results and Accomplishments

In reviewing career education in South Portland it was reassuring to note that no amending was required of the original project proposal.

This indicated that the needs identified at the outset were valid and realistic. All too frequently, federal grants could be and were revised to the extent that the final product in some ways did not resemble the application which had been approved in Washington.

As the three year project drew to a close, it was apparent that career education had developed a firm foothold in South Portland. The project director's plan of internal staffing assured that these changes would remain permanent. Career education staff enthusiasm and teacher response to them have been factors of success. Accomplishments resulting from career education funding in South Portland were categorized in four major project areas: system-wide management, elementary curriculum, secondary curriculum and secondary guidance.

System Wide K-12

1. The composition and functions of the Advisory Board were essential to the REVAMP director and assistant director in determining programs and acquiring business resources and contacts.
2. Though the third party evaluation process required adjustment and reassignments the first year, throughout all three years the team's support and assistance guided project successes.
3. Following teacher and school board approval, the Career Development Design, a sequential plan for grades K-12 developed by the REVAMP staff, became the official policy for career education in South Portland.
4. Each year a larger number of South Portland school personnel participated in inservice workshops such as the Career Guidance Institutes, K-6 career education workshops, secondary career/curriculum workshops, and local and regional professional conferences.
5. The combined efforts of the assistant director, curriculum coordinators, and guidance assistants enabled South Portland to accurately log system-wide staff involvement in the many facets of its career education programs.
6. The second year, pre-tests for 2nd, 5th, 8th, and 11th graders and post-tests for the same students the third year were administered to determine student needs and to compare student growth over a one year period. Other personal aptitude and interest tests were incorporated into each student's guidance program.
7. South Portland educators came to realize the importance of thorough documentation. Over the three year period they refined several forms and processes to keep accurate records of vital information.

8. Dissemination procedures included the use of South Portland educators for in system, state and New England presentations, distribution of specially selected South Portland, commercial and other school developed materials, news media presentations and publications, along with the specific Bangor contract for local, state, and university workshops and the state contract for the Language Arts Curriculum Guide, Grades 7 - 12.

9. The third year realized the completion of the content, locations, and distribution of the elementary and secondary human resource directories.

Elementary Curriculum

The elementary career education coordinator in the first two years of the program worked with four project schools. During the third year, that number was expanded to include the other eight schools in the system and the one private parochial school in the area. The elementary handbook, developed during the first year, underwent a complete revision and during the third year was prepared for publication. Activities found in the book were tested in the classroom or developed at workshops led by the coordinator.

Secondary Curriculum

The areas of mathematics, English, and social studies were selected for in-depth studies. The original process chart followed by the math coordinator served as well for the others. With the aid of teachers at workshops, the coordinator devised a sequential math program for vocational and general students. The coordinators for English in the second year of the project developed a curriculum guide for grades 7-9. In the third year the product was a Language Arts Guide for grades 7-12. Coordinators for social studies revised the curriculum, making decided changes in both junior and senior high courses. Career education emphasis in their area was placed on moral development.

Although the project did not include other academic areas, the math coordinator worked throughout the three years with all secondary teachers. Most important was her ability to demonstrate methods of infusing career education into the curriculum. She was extremely successful in proving that career education is not an isolated subject.

Guidance

The guidance department has undergone a permanent change as a result of its in-depth needs assessment. Through surveys of students, graduates and parents, counselors identified the guidance needs of students and determined the most efficient means of meeting them. A decided shift has been made - moving from one to one counseling to the more effective small and large group guidance sessions. Counselors have attended departmental meetings in all academic areas, enabling them to work more closely with teachers. The establishment of Career Guidance Centers was responsible in part for the successes of the project. A further outcome has been the publication of a sequential career guidance handbook for parents and students.

5.(e) Evaluation

The contract for the third party evaluation during the three year span of the project was with the New England Resource Center for Occupational Education. Dr. Richard A. Gustafson acted as the chief evaluator and after the first year was assisted by Dr. Arthur O. Berry and Dr. Robert Read. With the insistence of the project director, near the close of the first year, each of the three evaluators was assigned to a specific area. Dr. Gustafson evaluated all of the project administration and the elementary component, Dr. Berry evaluated the secondary curriculum component and Dr. Read the secondary guidance component. The evaluators required South Portland to meet all the original objectives. The project director and assistant director, each of the last two years, negotiated with the evaluators the upcoming years evaluation design, detailing specific sub-objectives, determining procedures that would be used to meet the sub-objectives and establishing what criteria and data would be used for evaluation. The plan specified the years work in advance with specific interim dates when procedures would be completed and data would be submitted to the evaluators.

Although the third party evaluators always maintained the role of critically analyzing our accomplishments, it became apparent that the procedure established during the last two years of this project became a positive force with project personnel endeavoring to reach the goals ahead of schedule and then proceeding to overachieve.

5.(f) Conclusions

As the third year of the project draws to a close, the career education staff concludes:

Mr. Seekins, Superintendent, and the Board of Education continue to merit respect for fulfilling their commitment to the original proposal.

In the South Portland school system, the elementary teachers most readily received and implemented the project design.

Over the three year period, a definite change in career education philosophy has evolved at the elementary level.

Because of internal staffing, curriculum changes implemented through career education should have a more lasting effect.

Teachers at all levels were involved in the process of change; hence, the programs developed became theirs.

The charge made to coordinators and to guidance was to affect a change for vocational and general students. We find that courses and studies for these students have undergone the greatest revision.

As a result of the project, the South Portland secondary guidance department has become a career guidance department.

The project was unable to completely meet its objectives set for grades 13-14 because of lack of authority at this level.

5.(f) Recommendations

In reviewing the past three years, the REVAMP staff recognized problems and solutions concerning three levels: Career Education Office of the USOE, State Departments of Education, and local school systems. Fourteen recommendations follow.

It is recommended that the Career Education Office of the USOE:

1. Exclude grades 13-14 from projects proposals in those states having no legislative authority for public education at that level.
2. Assure that project application readers carefully check to ascertain that sufficient clerical staffing has been budgeted.
3. Schedule any three year grant on a graduated budget to account for an annual rate of inflation.
4. Provide fourth year extended funding for dissemination when a project has proven itself to be valuable and successful.
5. Require 3 and/or 5 year follow-up studies after termination of federal funding to determine the continuance of project objectives.
6. Specify guidelines of expected areas of achievement that students should accomplish.
7. Support research to develop and/or identify valid standardized tests to measure growth in career and self-awareness.
8. Determine a standard data collection system to help facilitate documentation procedures required of local school systems.

It is recommended that the State Departments of Education:

1. Receive joint dissemination funding and responsibility with a successful model, such as South Portland, to implement a state-wide career education program.
2. Become a clearing house for recommended and newly developed career education materials and information.

It is recommended that local school systems:

1. Employ a career education director of Fred Freise's caliber to provide the vital and long overdue link between business and education and to coordinate system-wide career education activities, curriculum, and resources.
2. Demand a more balanced curriculum in addressing itself equally to cognitive, affective and psychomotor domains.
3. Recognize that, though federal funding justifiably expects dissemination, the project staff should determine and maintain a reasonable schedule for this.
4. Expect that the results of career education curriculum revision become the responsibility of curriculum directors, department chairmen, and assistant chairmen with annual school board and administrative review and evaluation.

6.(a) Statement of Problem

Although the role of the public school must continue with its responsibility for the cognitive and affective development of each student so that he may fulfill his potential as a contributing member of society, the role of the public school must be expanded to broaden occupation aspirations and opportunities for the students.

Since 80% of today's youth do not continue through their educational program to receive a bachelor's degree, and since general course programs in secondary schools are not designed to equip students with employable skills, and since few of the secondary schools in the country have a truly comprehensive program, it behooves local educational agencies to examine existing programs and design curricula to better meet future career needs of all the students.

The growing drop-out rate, continuing erosion of the work ethic, disproportional youth unemployment statistics, and increasing crime rate are creating pressure for changes in the public educational system enabling better preparation for adult life.

The structure and staffing of existing guidance departments in secondary schools are well equipped for college placement of students. Pressures for college placement results on counselors together with an unfavorable counselor-pupil ratio have not allowed for adequate counseling services for the non-college bound students.

This void, in our opinion, will best be filled through career education objectives so that students may be better equipped for decision making in occupations with reference to their awareness of their own abilities and interests.

If educators are to prepare people to earn a living, programs must be expanded to reach into the community so as to better relate school activities to the "world of work". This will only be accomplished by improving communications and cooperation not only with the various manpower agencies, such as the State Employment Agency, but also with labor organizations, business and industry.

Although it is difficult to pinpoint a few sources upon which the project was built, we will try to give a few examples of our sources. The many teachers and administrators have been formulating their suggestions from reading professional journals, attending conferences, and their experiences in dealing with students and the business community.

The following are examples of research that have determined the direction of the proposed project:

1. Initial impetus was derived from a speech at the MTA Convention in October, 1970, by Dr. Melvin Howards and from the publication "Northeastern University Laboratory School Curriculum Educational Component of the Boston Neighborhood Youth Corps", Dr. Melvin Howards, Director.
2. Further impetus was obtained through staff members attendance at the Spring 1971 meeting of the Maine Personnel and Guidance Association, the Governor's Conference on Career Education and the National Association of Secondary Principals.
3. The 1971 Maine State Plan for Vocational Education points out that while 36% of Maine secondary students are in a vocational education program, only 3/100 of 1% of secondary students enter post secondary vocational education.
4. The 3rd and 6th Annual Reports by the National Advisory Council on Vocational Education call for a basic change in education and a change in counseling and guidance services.
5. Meetings with career education exponents from other Maine career education projects, staff representatives from the State Department of Education and Cultural Services, and reports of other New England exemplary career education projects.
6. Consultant services of Alvin N. Johnson and Peter Fellenz of the New England Resource Center for Occupational Education, Newton, Massachusetts.

6.(b) Objectives

The South Portland schools propose a developmental program in career education for grades Kindergarten through 14 with the following objectives included:

Career Awareness (Grades K-6)

1. Students will demonstrate an awareness about themselves and a better understanding of their abilities and interests.
2. Students will demonstrate a greater awareness of the world of work and the 15 occupational clusters.

3. Students will recognize that all work is part of life and important to society.

4. Students will develop a positive attitude toward the work ethic and have respect for others.

Career Orientation and Exploration (Grades 7-9)

1. Students will demonstrate insight into a diversity of career opportunities and their relationship to school subjects.
2. Students will demonstrate awareness of their interests and abilities.
3. Students will be able to describe how a positive attitude toward work improves both personal job satisfaction and quality of product.
4. Students will relate their interests and abilities to possible career selections.
5. As the students complete the orientation segment, they will narrow their tentative career possibilities to three of the 15 USOE job clusters.
6. Students will be involved in exploration through job shadowing.
7. Students will make in-depth analysis of three job clusters of their choice.
8. Students will be administered the General Kuder Preference Record so that they may better evaluate their interests.
9. A differential guidance staff will provide and service a resource center.

Career Preparation (Grades 10-12)

1. Students new to the program will increase self-awareness, orientation, and exploration through individual or small group guidance.
2. Students will use tests such as: Kuder Preference Record - all forms, Holland's Self-Directed Search, or the Strong Vocational Interest Blank.
3. Students expected to drop out will be provided with a variety of vocational training opportunities so they may, upon leaving school, have a salable skill. (Short courses emphasizing immediate job entry skills will be created.)
4. Students will be provided pre-vocational orientation courses in grade 10 in cooperative work-study, distributive education and business education so that they are ready for cooperative placement in grade 11.
5. The placement component will be an integral function of the High School Guidance Department.

6. The High School Guidance Department will assist all students upon leaving school in all job, college and other post high school training and education.

7. The Guidance Department will serve as a clearing house with area businesses and industry for job placement.

8. The placement office in the High School will coordinate its activities with the State Employment Office.

9. The placement office will assist students with part-time and summer employment while they are full-time students with special concern for assisting students in career development.

10. A differentiated guidance staff will have developed and documented guidance services to students.

11. The math, social studies, and English academic course offerings will be developed to focus more on career development and to complement vocational courses.

Program Recycling (Grades 13 and 14)

1. All out-of-school youth and adults will be provided the opportunity to use all high school guidance functions including: testing, vocational investigation, counseling, educational planning assistance, vocational training, and placement.

2. All out-of-school youth and adults will be provided the opportunity for course work in adult education to complete credits for high school graduation, further vocational training or refresher courses, and enrichment courses.

3. The Assistant Director will structure the provision of these services on a regular evening basis and publicize this service through community media.

Using standardized instruments and checklists, the evaluators will determine whether pre-post changes regarding these objectives are statistically significant.

6.(c) Design and Procedures

Design

The overall project provided each student from K-14 developmental activities beginning with self-awareness, awareness of the world of work in K-6, orientation and exploration in grades 7-9, and preparation and placement in grades 10-12. The opportunity was extended in grades 13-14 to supplement or recycle through any of the previous procedural steps.

AWARENESS (Grades K-6)

In order to reach the objectives of career education the elementary segment of the project emphasized the following tenets:

1. Self-awareness helped the students develop a better understanding of their abilities and interests. Career motivation was provided through career education infusion in all areas of the existing elementary curricula. Students investigated career clusters and examined potential satisfactions.
2. Awareness of the world of work generated pupil motivation to obtain occupational and educational information for various careers.
3. Value of work developed a positive attitude toward all work as well as respect for others and their job contributions.

CAREER ORIENTATION AND EXPLORATION (Grades 7-9)

Students were evaluated to determine need for further development in awareness phase of the project. In grades 7 and 8 career orientation was instituted. Specific exploration component was covered in grade 9.

1. Career orientation provided an opportunity for all students to learn about a wide range of career areas with emphasis on the diversity of opportunities and relationship of school offerings to different careers. Students examined each of the 15 USOE clusters of occupations and emphasized career opportunities relating to their own interests. A differentiated guidance staff provided expanded career education services as well as useful supportive materials and resources for classroom teachers. Individual and small group counseling was utilized. Specific activities included field trips to businesses and industries, and use of various A-V and printed materials correlated for easy reference in the junior high Career Guidance Center.
2. Career exploration was placed in grade 9 so that students might be better equipped to make preliminary career decisions prior to academic and pre-vocational course selections in grade 10. Exploration focused on at least three occupational taxonomies, with both observation and hands-on experience available in business and industry, school laboratories, area vocational centers, and/or school classes. Grade 9 students continued in-depth study of specific job clusters and refined study to more specific areas within the cluster. Emphasis was placed on the continuing development of positive attitudes through individual and group counseling, field trips, outside speakers, bulletin boards and occupational educational information.

VOCATIONAL PREPARATION (Grades 10-12)

Opportunities were made for students to spend time, if needed, in the areas of awareness, orientation, and exploration. A continual effort was made through the Guidance Department to provide the services necessary for reasonable career decisions. Counselors helped students develop the academic and vocational courses of studies necessary to meet their goals. Through the differentiated staff, guidance functions were divided into professional and non-professional services so that the guidance assistant and clerk could carry out the non-professional services, leaving more time for the professional counselors to concentrate on individual and group counseling. The addition of a fourth counselor and the guidance assistant greatly increased the availability of career guidance services to each student. The Guidance Department was equipped to meet expanded career education student needs through the addition of the Career Guidance Center. The academic and vocational course offerings at the high school were redesigned to better equip students for career preparation. Two new courses were added in September of 1973 to offer pre-vocational training in cooperative work-study and distributive education. These courses were funded independently of the REVAMP project, but provided supportive resources for REVAMP efforts at the high school level.

POST HIGH SCHOOL (Grades 13-14)

Through an expanded Adult Education Program and REVAMP project funds, all available high school guidance services were offered to out-of-school youth and adults during evening hours. These services included career orientation through the Career Guidance Center, career exploration on small group or individual basis, opportunities for internships, on-the-job training programs and job placement. In addition, the adult education program was expanded through local funding to offer more office skill development courses.

PROFESSIONAL STAFF DEVELOPMENT (K-6)

The elementary curriculum coordinator, in cooperation with the elementary curriculum directors and the REVAMP Assistant Director, assisted teachers in the development of career educational materials to be integrated as part of the existing curricula, set up and organized in-service training for orientation and staff development in career education, located the areas, organized and supervised field trips, developed supplemental bulletin board and poster materials for use in all elementary schools.

PROFESSIONAL STAFF DEVELOPMENT (7-12)

The secondary curriculum coordinator, in cooperation with the guidance department and the REVAMP Assistant Director, organized orientation and in-service training for all teachers so that they might become acquainted with career education objectives. Project personnel helped develop materials to be useful in all subject matter areas. Since all students must take English, math and social studies, the major thrust in curriculum development was placed in these areas. Each year, one department was selected with two experienced, flexible South Portland teachers being freed from their regular classroom duties to serve as curriculum coordinators. Secondary curriculum coordinators developed career education materials and revamped curriculum to be more sensitive to preparing students with an employable skill.

The curriculum coordinators worked closely with the department chairmen and the REVAMP Assistant Director to develop course offerings. In order that career education activities could occur in the classroom prior to this comprehensive revamp, project staff disseminated career education materials generated at other career education sites, and led and coordinated career education modification of existing curriculum.

RESEARCH

The following references and sources were used in formulation of this project:

1. "Glenville Career Development Program" in Cleveland, Ohio.
2. "Maryland Career Development Project"
3. "Cobb County, Georgia Project - A Development Program of Occupational Education"
4. "New Opportunities for Work" in Lewiston, Maine
5. "Maine Career Resource Center Project" in Farmington, Maine
6. Wisconsin VTA System for Adult Education
7. New England Resource Center for Occupational Education

Procedures

In order to meet the objectives in career education, the following procedures were utilized.

CAREER AWARENESS (Grades K-6)

1. An experienced, flexible South Portland elementary teacher, with orientation to career education objectives was given a leave of absence from the classroom and became the elementary curriculum coordinator with 100% of the time devoted to this project. The elementary curriculum coordinator, in collaboration with the elementary curriculum directors and REVAMP Assistant Director, established career awareness emphasis in all areas of the existing elementary curricula. This career education infusion gave positive reinforcement to the concept of selecting careers which would bring satisfaction to the individual, develop motivation for pupils to continue career investigation, and develop a positive attitude toward the work ethic.

2. The first major emphasis was the development of the curriculum. A sequential plan of developing units of studies in career awareness appropriate to the grade level was completed by the elementary curriculum coordinator in conjunction with teachers in the four project schools and the elementary curriculum directors. The elementary curriculum coordinator worked with the assistant director to schedule program consultants, speakers, classroom demonstrators and field trips for a variety of occupations.

3. In order for the project to be effective, provisions were made for the staff of the four project schools to receive orientation to introduce the objectives, scope and sequence of the program. In-service training included review of career awareness guidelines, consideration of evaluation criteria, and study of methods and materials and present sources of information in vocational and occupational areas. The teachers determined their self-awareness and value judgment in relation to the work ethic.

CAREER ORIENTATION (Grade 7-8)

1. A project guidance assistant was added to each junior high guidance staff so that each school would have two full time professional counselors, a REVAMP guidance assistant and a clerk. With this differentiated staff, a re-defining of guidance functions - professional (eg. counseling) or nonprofessional (eg. receiving vocational and educational information), and utilizing both individual and group counseling, guidance services to students were markedly increased.

2. In grades 7 and 8, students were involved in the orientation to a wide range of career opportunities. Emphasis was placed on the diversity of career opportunities and their relationship to school offerings with activities and experiences in all the employment levels related to the 15 USOE clusters of occupations. The prime responsibility for the career education orientation program fell on each junior high school guidance department, utilizing small and large group instruction, AV aides and materials, various pamphlets and brochures correlated in the Career Guidance Center. The guidance department, in conjunction with the Assistant Director, organized field trips, assembly programs, community consultants and speakers from business and industry. The guidance department, in conjunction with the junior high teachers and administrators, offered 100 hours per year of career education. Each student was assisted, before making high school course selection near the end of grade 8, in completing an analysis work sheet of interests and abilities. This was the responsibility of the guidance department.

CAREER EXPLORATION (Grade 9)

1. Career exploration program elements emphasized experience-centered activities. These included real or vicarious experiences in areas selected by the students, focusing on at least three of the occupational clusters. The exploration offered experiences in business and industry, in school labs and shops, area vocational centers, and school classes. The prime responsibility for the organisation of activities was that of the junior high guidance department in conjunction with the Assistant Project Director, with 100 hours per year for each student.

2. In order to develop a more realistic secondary curriculum, one experienced, flexible South Portland junior high teacher (one each year from math, English, social studies) was released from regular classroom duties to develop career education materials for infusion into the curriculum. Academic courses that would better complement vocational training areas in which students had shown an interest were developed. The coordinator, in conjunction with the high school subject career coordinator, department chairmen, and the Project Assistant Director, sought available curriculum materials to be tried with classes to determine the appropriateness of such material. The department chairman and junior and senior high school curriculum coordinators, during the course of the year, compiled course information in outline form so that direction and sample material were ready for the curriculum development workshop during the summer at the close of that school year. Selected teachers from the designated department spent eight weeks under the guidance of the department chairman to complete course guides, select and/or develop the curriculum material necessary. As with career awareness, orientation and in-service training were offered to all junior high school teachers.

CAREER PREPARATION

The high school guidance department and Assistant Director complemented the career education program in the following ways.

1. Grade 10 provided a testing program using either the Kuder Preference Record - all forms, the Strong Vocational Interest Blank or Holland's Self-Directed Search. These tests served as a method of exploration into various areas. The test was also a catalyst for involvement in areas previously unconsidered. In group session counselors interpreted the tests and discussed the meanings of the various interpretations.

   As a follow up, field trips allowed students first hand acquaintance with careers exposed in testing.

   Continuing individual and group counseling was a resource for students.

2. Grade 11 afforded follow up of previous interests to include some degree of participation in the vocations. This was in the form of going to a particular industry for a few days to get an appreciation of a specific job or by doing in-depth research in vocation or profession.

   There was a certain amount of redefining of the curriculum in order to supplement the practical experiences with meaningful academic experiences. This meant the development of mini-courses taught in clusters with a direct relation to the students' vocational interests.

   Continuous individual and group counseling was a method of helping develop a positive attitude toward the world of work. It was most important that students see dignity in all vocations and professions.

3. Grade 12 provided for some, detailed involvement in specific areas of interests. This served as a pre-apprenticeship for some vocations or it served as an actual training period which resulted in regular employment on completion of high school.

   All students were helped in making decisions regarding their post-high school plans. This was the major objective of the guidance department.

   The necessity of a flexible academic schedule was obvious if direct involvement with the world of work were to take place - the degree of flexibility had to extend to evening courses in order to allow students an opportunity to meet all graduation requirements.

4. The placement office was located in the guidance department of the high school and manned by the guidance assistant, under the supervision of the project Assistant Director.

   All guidance and project personnel actively solicited both student and business support for the placement services through letters, bulletin boards, announcements and personal contacts. Since continual personal contact was essential, the project Assistant Director utilized all staff personnel and especially Business Education Department chairman and teachers, Distributive Education and Cooperative Work-Study teachers in maintaining contact with the area businesses.

   Efforts were made in September and October of 1973 to register all interested high school students. In subsequent years, all incoming tenth graders were encouraged to register for part-time employment. The guidance assistant maintained a file of all student registrations, as well as a file of all job openings. Job opportunities were posted on bulletin boards and announced over the school intercom.

All students had been placed in positions, follow up data was gathered from the employer and employee to be used for curriculum evaluation and for future counseling purposes.

PROGRAM RECYCLING (Grades 13-14)

The high school guidance department and the Assistant Director complemented the career education program in the following ways.

1. Entry level business education skill courses were added to evening adult education curriculum under local funding.
2. As a result of the REVAMP program, counselors arranged time in the afternoon for counseling services and helped with job placement. Facilities were also made available Wednesday evenings.
3. High school guidance counselors adopted the philosophy that once students were assigned to them upon entering school, they would remain the counselors of those students whether they stayed in school or dropped out.

Many efforts were made to work with Southern Maine Vocational Technical Institute for a cooperative post-high school program. However, due to Maine's statutory limitations, authority for grades 13-14 is not part of the school system. The career education staff was at a distinct disadvantage in trying to fulfill the obligations stated in the grant requirement. Moreover, S.M.V.T.I. was hampered by budget cuts and extreme budget limitations. South Portland did make a decided effort but was unable to realize any significant results.

METHODS AND MATERIALS

Each of the three secondary schools developed a Career Guidance Center. The junior high centers expanded their existing occupational and educational materials and organized them for easy reference. The junior high centers were a function of the guidance department and were manned by the REVAMP guidance assistant, who was trained in cataloging and use of the material so counselors could be freed for more group and individual counseling. The high school Career Guidance Center was developed as a function of guidance with a wide range of occupational and educational materials catalogued for easy reference. This center also developed a placement service to act as a clearing house for all students, the state employment agency, as well as business and industry. The high school center was manned by the REVAMP guidance assistant.

Career education materials for the regular classrooms were obtained by the project staff and were organized for easy access by the teachers. REVAMP staff personnel also reproduced materials that were not available commercially. Career education materials continued to be gathered from the various career education exemplary projects in the country with the library at New England Resource Center for Occupational Education serving as the prime source.

Students not only received career education information that had been infused into the curricula, but also had opportunities for field trips, outside speakers, assembly programs, on-the-job observation and hands-on experience. High school students had a wider variety of career opportunities with flexibility in scheduling both academic courses and added job taining opportunities.

This project was designed to involve the South Portland staff in all stages of planning and development. It was our conviction that for any long range results all classroom teachers should feel they were a part of the program with opportunities to feed in their ideas and to take advantage of worthwhile in-service training. It should be noted that released time was provided with local funds so that not just the few project personnel received the advantages of visiting other projects, conferences or schools.

SCHOOLS AND LOCATION

All principals in South Portland were asked to discuss career education with their faculty after all teachers received descriptive material on career education and to indicate to the Superintendent whether their staff wished to take part in the project. All three secondary schools (2 junior highs and 1 senior high) were interested in the project. Elementary schools were selected from those that expressed an interest. Care was taken to represent a cross section of the elementary population.

Of the thirteen elementary schools, seven met the criteria needed to be designated as Title I schools under ESEA. With up-to-date statistics developed in June of 1972, all Title I schools had more than 7.8% of their students from low-income families, 9.9% of South Portland children received Aid to Dependent Children, 4.3% received free milk, 6.8% received free or reduced-price lunches, 9.4% of the families fell in low income bracket from the 1970 census, and 2% received free dental clinic services.

South Portland is a suburban community with a balance of industry and housing. Occupations span a wide range from professional to laborers. The city is almost entirely white (95%) with no ethnic group concentration.

Initial population serviced by Project REVAMP in 1973 is charted below:

Name	Grade Level	# Students Enrolled	Tea.	Counselors	Para Prof.
*Dyer School	K-6	287	13		1
Lincoln	K-6	257	14		1
Redbank	K-6	298	15		1
Small	K-6	264	11		1
Mahoney Jr. High	7-9	703	40	2	4
Memorial Jr. High	7-9	715	40	2	4
S.P.H.S.	10-12	1143	64	3	8
Total		3667	197	7	20

*Non-Title I School

K-6	1106
7-9	1418
10-12	1143
	3667

The second chart shows the 1976 population:

Name	Grade Level	Students	Tea.	Counselors	Para Prof.
Brown	K-6	212	11		1
Dyer	K-6	243	10		1
Hamlin	K-6	149	7		1
Henley	K-6	196	10		2
Kaler	K-6	230	10		1
Lincoln	K-6	231	11		1
Redbank	K-6	264	12		2
Roosevelt	K-6	193	9		1
Skillin	5-6	147	7		1
Small	K-6	219	10		1
Thornton Hts.	K-4	274	12		1
Willard	K-5	119	6		1
Mahoney Jr. High	7-9	687	39	2	4
Memorial Jr. High	7-9	680	40	2	4
S.P.H.S.	10-12	1167	61	4	8
Total		5011	255	8	30

K-6	2477
7-9	1367
10-12	1167
	5011

Holy Cross	K-6	163	7		1

PARTICIPANTS

Initially 67% of South Portland school students were involved. Addition of remaining elementary schools brought participation to 100%.

Although the one private school in South Portland is not located in any of the elementary school districts included in the project, all opportunities for in-service training of professional staff were extended to the teaching personnel and assistance given by the elementary curriculum coordinator to help prepare materials which the private school might desire.

In addition to the number of public school participants noted above, it is estimated that 50 out-of-school youth and adults were included in the first year of the project. Every effort was made by the existing guidance staff and project personnel to locate any interested persons in South Portland. The 50 out-of-school youth were for the most part part-time or short term students, taking advantage of only the guidance services or one academic course.

6.(d) Results and Accomplishments

Systemwide

Advisory Board

South Portland established a Career Education Advisory Board in July of 1973 to assist in developing a career education plan for grades K-14. This group proved to be the essential component needed to open and maintain channels of communication between business and education.

Meetings were held monthly for the first year of the project. Later the Board met three or four times a year when a need for their services warranted. To meet more often was not feasible.

The primary functions of the Advisory Board were as follows:

1. to be valued consultants.
2. to provide expertise as questions arose.
3. to evaluate the project.
4. to make recommendations to the staff and the Board of Education.
5. to give direction to project programs and activities.
6. to serve as contact people.

CAREER EDUCATION ADVISORY BOARD

DIRECTOR:	George H. MacLeod
ASSISTANT DIRECTOR:	Frederick E. Freise
ELEMENTARY TEACHER:	Carolyn Corcoran, Director of Curriculum
SECONDARY TEACHER:	Carl Miller, Business Education Dept. Chairman
REPRESENTATIVES:	UMPG - Ms. Linda Hoch, Placement Director SMVTI - Joseph DeCourcey, Dean of Students STUDENT - David Mahoney PARENT - Carolyn Murphy, Manager Casco Bank & Trust Company

CIVIC GROUP:	James Doughty, Vice President & Treasurer Blake, Hall & Sprague Insurance Company
LABOR:	Thomas Curtis, Director Manpower Training Associated General Contractors of Maine
	Allen P. St. Pierre, Business Representative International Association of Machinists
BUSINESS:	Marilyn Allen Shortill, Personnel Manager Maine Savings Bank
	John Baird, President Crosby Group - Laughlin Plant

Third Party Evaluators

During the first year of Project HEVAMP, the evaluation team consisted of four people who visited once a month and evaluated the entire project. This procedure was changed for the second and third year of the project.

At the beginning of the second year, the responsibility of the evaluation team reflected the four major areas of the project. In this way, the staff worked with the same evaluator in their area and for the entire year. The team consisted of Dr. Richard Gustafson, Assessment of Management and Testing; Dr. Robert Read, Counseling and Placement; and Dr. Arthur Berry, Secondary Curriculum Component and In-Service. Dr. Gustafson had the responsibility of evaluating the Elementary Curriculum Component; Dr. Berry assisted in visiting the elementary schools.

Under the direction of the evaluators, staff members developed a plan of process objectives for the year. This outline indicated intent and procedure and facilitated the work of evaluators at each quarterly session. The assistant director worked from an overall management action chart.

Evaluators' visits were arranged each month according to their planned agenda. As a rule, the evaluators met with the director and assistant director and then with the staff. After the visit a memorandum was sent which documented the observations and findings. This helped bring everyone together and lent more support, solidarity and purpose to their efforts.

Developing a Career Development Design and a Sequential Plan for Career Education

The original framework of South Portland's Project HEVAMP was AWARENESS (of self, of world of work, and of value of work), ORIENTATION, EXPLORATION, and PREPARATION. The staff soon discovered that many important goals were missing and that the design must be expanded.

Other projects were examined and over 100 goals and objectives were identified, clustered, and classified. Duplicates were eliminated and new concepts were added. An attempt was made to select goals which involved the cognitive, affective and psychomotor domains. Finally, in the second year, the eight goals of South Portland's Career Development Design were drafted. (Appendix A)

To provide sequence for the Design, eight goals for each of the four levels were written. These 32 components of the Design determined both the scope and sequence of the career education plan for South Portland.

The next step was to use the Design as a basis for coordinating career education projects. The terms used in this process are defined below:

Goal - A phrase which indicates an educational direction.

General Objective - A general statement which describes more concisely what the intended outcome is to be.

Activity - An educational experience instigated by a teacher for the purpose of changing behavior.

Evaluation - Any method which demonstrates to the teacher that the desired behavior change has occurred.

General objectives were written by the staff. These are subject to future revisions as the concept of career education is infused. The staff and teachers developed classroom activities and teaching units which are keyed to the goals and general objectives. Activities, resources, and evaluations are also included in each unit.

A collection of sample activities appears in the elementary guide Awareness K-6 Revised 1976, the Language Arts Curriculum Guide 7-12, and in math and social studies units developed by South Portland teachers and career education curriculum coordinators.

In-Service

An overview of career education and project objectives was provided by in-service for administrators, counselors and teachers. The activities were broadly defined by the project to include field trips, conferences, workshops, seminars, and university courses. Educators were involved in experiences directly related to their subject areas.

Field Trips offered staff members a clearer understanding of the world of work. They provided information and materials that could be implemented by teachers through curriculum revisions, classroom activities and the Career Guidance Center. Field trips added to the professional growth of teachers.

Conferences involved one or more staff members who attended regional or national meetings related to their areas of interest. These afforded excellent opportunities to exchange ideas and share conference materials with South Portland teachers. In several instances, consultants were brought in to discuss topics of interest with the career education staff.

Workshops enabled teachers to become better informed about career education concepts and to relate this knowledge to classroom activities. These sessions, conducted during vacation periods, released teachers from classroom responsibilities and afforded the opportunity to share with teachers of other disciplines and grade levels.

Miscellaneous in-service activities included discussions, seminars and visits to other projects to develop ideas and improve our career education program.

The following table indicates the total involvement of administrators, counselors, and teachers in in-service activities for the three year period. All events have been thoroughly documented.

	Number	Participants Duplicated Account
Field Trips	48	202
Conferences	15	46
Workshops	45	976
Miscellaneous	19	279
Total In-Service Activities*	127	1503

*Career Guidance Institutes are not included.

Career Guidance Institute

Through the efforts of Fred Freise and the National Alliance of Businessmen, the Career Guidance Institute was established as an important in-service career education activity. The first two years were supported financially by the National Alliance of Businessmen; the third year was completely sponsored by the career education staff and the South Portland School Department.

The purpose of the Institute was to create attitudinal changes and develop insight into the world of work. The Institute was visualized as an in-service activity for educators in the South Portland schools and was designed to enhance their career education program.

A total of 130 South Portland teachers participated in the Career Guidance Institute during the three year period. The course required 60 hours of visitation/workshop time over a six month period. A total of 245 businessmen donated their time and efforts to make the Institute a learning experience for the teachers. The total involvement is shown on the chart on page 25.

Each year thorough documentation appeared in the form of C.G.I. Reports. (Appendix B) Each volume includes school and business participants, pre and post test results, and detailed accounts of visits to schools, business and industry.

C.G.I. INVOLVEMENT

(1974 - 1976)

	1974	1975	1976	Total
PARENTS				
Elementary	5	6	7	18
Secondary	-	-	8	8
TOTAL PARENTS	5	6	15	26
STUDENTS				
Elementary	-	-	11	11
Secondary	5	7	35	47
TOTAL STUDENTS	5	7	46	58
SCHOOL PERSONNEL				
Teachers				
Elementary	-	9	15	24
Secondary	18	24	25	67
Total Teachers	18	33	40	91
Counselors				
Elementary	-	-	-	-
Secondary	6	5	7	18
Total Counselors	6	5	7	18
Administrators				
Elementary	-	1	5	6
Secondary	6	6	3	15
Total Administrators	6	7	8	21
TOTAL SCHOOL PERSONNEL	30	45	55	130
BUSINESSES (DONATED TIME)				
Personnel	51	49	145	245
Tour Sites	20	21	54	95

Involvement

During the three years of the Career Education Project in South Portland, the primary concern of the Superintendent of Schools, the Project Director, and project personnel has been to actively involve our classroom teachers and curriculum supervisors in the development and implementation of career education in the South Portland school system.

The basic approach was to incorporate career education as an integral part of the existing program by utilizing the South Portland professional staff for development, rather than hiring outside consultants to try to superimpose their program on the South Portland school system. The existing curriculum supervisors played a major role not only in overseeing curriculum development but also in initially defining student needs and establishing short and long range goals. The value of this approach seemed to be more in the attitudinal change on the part of the professional staff as a result of having participated in the process, rather than the products that were developed.

100% of the elementary school students and over 90% of all secondary students were directly involved in at least one career education activity during the three years of the project. Since career education became an integral part of the elementary curriculum and since the classroom teacher and elementary curriculum directors were involved from the beginning in developing the program, we have had 100% participation from elementary staff personnel.

During the three years, 128 secondary teachers of 139 (92%), have been directly involved with career education as a part of their instructional program. A major inservice program, implemented by Mr. Freise, the Assistant Director, has been three Career Guidance Institutes which have involved 130 professional personnel in 60 hours inservice training time.

In order for a Career Education Project to be successful, the business community must be actively involved. As a result of our involvement with the Career Guidance Institutes, 245 business personnel from 95 different companies have donated at least two hours each in working with the 130 professional teachers. For each of the three years, 50 area businesses have each donated a day for a total of 150 man-days to establish an 8th Grade Career Fair. The business community has also donated employees' time of over 1000 days to provide job shadowing opportunities for 9th graders. Personnel Managers of the Greater Portland area have provided mock-interviewing sessions for all seniors during each of the three years, donating over 150 man-days.

With the enthusiasm of the professional staff and the willingness of the business community, we feel that South Portland has an excellent chance of maintaining and improving its career education effort.

Testing

The standardized testing utilized by South Portland at the elementary level was the Career Educator Questionnaire (CEQ) and the Self-Observation Scale (SOS). This test was administered to four project school classes and four non-project school classes, in both the second and fifth grade during the fall of 1974. The post-test was given to the same students as 3rd and 6th graders in the spring of 1976.

At the secondary level, the full battery of the Assessment of Career Development (ACD) was administered to 120 - 8th graders and 125 - 11th graders randomly selected during the fall of 1974. The post-test was administered to the same students in the 9th and 12th grade during the spring of 1976.

Evaluation interpretation of the test results was completed by Dr. Richard Gustafson, our chief third party evaluator, and is included in the third party report.

Documentation

Documentation is essential to an exemplary project and a conscientious effort was made to document all activities and events as they occurred. An Involvement Book contained all pertinent data and was recorded on a daily basis. A few of the documenting forms that were developed and used by the Career Education staff were as follows:

Activity Report Form - a list of classroom activities compiled into a summary of elementary activities by grades and description of activities.

In-Service Form - documentation of all conferences, field trips and workshops.

Dissemination Form - a record of all project visits, presentations, talks, and materials.

Project Visit Evaluation Form - an assessment by visitors to the project.

Dissemination Records Form - an up-to-date tally on all material disseminated.

Workshop Evaluation Form - an appraisal of workshops by participants.

Audio-Visual Evaluation Form - a report on audio-visual materials.

Staff Meetings Form - documentation of all staff meetings.

Teacher Involvement Chart - an account of all teacher Career Education activities and use of the Resource Rooms at the secondary level maintained by the guidance assistants in the Resource Rooms.

Weekly Work Schedules - a list of the schedules of the curriculum coordinators and high school guidance staff.

Junior and Senior High Acitivities Check List - an account of activities, projects involving career education.

Dissemination

The Assistant Director has defined dissemination as any materials which inform others about Project REVAMP or those activities which provide in-service training to parents and professionals. Audiences for dissemination have been categorized South Portland, In State, or Out of State individuals and agencies.

South Portland has maintained a completely open policy on sharing its time and talents when requests have been received.

Two sub-contracts resulting from REVAMP experience were conducted this year. After months of meetings, writing, and revisions, the secondary English coordinator produced the Language Arts Curriculum Guide Grades 7-12. 400 copies have been distributed throughout the state. With the assistance of South Portland educators, the secondary mathematics coordinator provided a series of workshops in Bangor to assist them in implementing a K-12 Career Education Model for Northern Maine. A total of 113 consultant days was provided by South Portland personnel.

Dissemination of Materials

A matrix has been developed for each of these three audience categories which lists the individuals and agencies on the vertical axis, and the various documents which the project has available for dissemination on the horizontal axis (see sample page). Each person or agency receiving a document from the South Portland project is duly recorded in the appropriate cell of the matrix.

Dissemination records can be a relatively simple process with all the necessary facts documented in the following manner:

Preparation of Materials

1.) Assign a number to every article to be disseminated.
2.) List name of article on dissemination chart.
3.) Set up a numerical file corresponding to the chart where a supply of the product to be disseminated is readily available.

Actual Dissemination

1.) Fill in dissemination form with specific data (see sample page).
2.) Record number of articles to be disseminated on chart by category.
3.) Mail or distribute material.

The Career Education Office was responsible for keeping the dissemination chart up to date with the staff feeding information to the office. Although we maintained one list of materials to be disseminated, it would now seem appropriate to have two lists — one for materials actually developed by the South Portland staff, and the other for materials produced outside the project.

The cost of disseminating materials is one of the major problems. This entails reproducing materials as well as paying postage. This can be a substantial amount if the budget has not allowed for such an expenditure. Library postage rates are far less costly when sending material to libraries or educational institutions.

SAMPLE DISSEMINATION CHART

DISSEMINATION OF SOUTH
PORTLAND CAREER EDUCATION
"REVAMP" MATERIALS

WITHIN SYSTEM	1 Elementary Handbook	2 Resource File	3 Job Shadowing	4 Career Fair	5 Career Days	6 Sophomore Orientation	7 Senior Day	8 Career Guidance Handbook	9 Group Guidance	10 Job Analysis	11 English Recommendations	12 Math Recommendations	13 Social Studies Recommendations	14 Language Arts Curriculum Guide	15 Career Development Design	16 CGI Visitations & Info	17 Involvement Chart
C. E. Advisory Board (12)																	
School Board (7)																	
Superintendent																	
Ass't. Superintendents (2)																	
Curriculum Directors (3)																	
High School Principal																	
Jr. High Principals (2)																	
Elementary Principals (4)																	
H. S. Guidance Counselors (4)																	
Jr. H. Guidance Counselors (4)																	
H.S. Resource Personnel (1)																	
J. H. Resource Personnel (2)																	
Elem. Resource Personnel (4)																	
Special Teachers (24)																	
Medical Services (4)																	
Librarians (5)																	
Special Services (19)																	
High School Teachers (59)																	
Jr. High Teachers (78)																	
Elementary Teachers (49)																	
Department Heads																	
Students																	
Holy Cross School																	
C.G.I. Participants																	
Career Education Staff																	

SOUTH PORTLAND CAREER EDUCATION

DISSEMINATION OF MATERIALS - 1973 - 1976

	South Portland	In State	Out of State	Total
1974	287	84	156	527
1975	2867	381	227	3475
1976	248	2006	197	2451
Total	3402	2471	580	6453
	Bangor Project 1975-76			6472
	Language Arts Curriculum Guides			400
(6/30/76)				13,325

SOUTH PORTLAND CAREER EDUCATION - DISSEMINATION MATERIALS

Career Education Materials

- Elementary Handbook
- Resource File, Secondary
- Job Shadowing
- Career Fair
- 10th Grade Questionnaire
- ASVAB
- Career Days
- Sophomore Orientation
- Senior Day
- Career Education Course
- Junior High Orientation
- Career Guidance Handbook
- Group Guidance
- Job Analysis
- English Recommendations
- Math Recommendations
- Social Studies Recommendations
- Career Development Design
- CGI Visitation & Information
- Language Arts Curriculum Guide
- Bangor Project
- Dissemination
- Documentation
- Senior Survey Form
- 1 & 5 Year Follow-up Form
- Drop-Outs Form
- Involvement Chart
- Workshop Evaluation
- Use of Career Consultants
- REVAMP Proposal
- CGI Proposal
- CGI Letter
- CGI Schedule
- Evaluation Team Visitation Schedule
- Quarterly Reporting Guidelines
- Career Education Survey Card
- Resource Room Diagram
- Recommended Career Education Resources
- Math Teachers & Student Feedback Questionnaire
- Math Workshop Booklet
- Final Reports
- Certificates for C.G.I.
- SOS Sheet
- Video Letter & Schedule
- 2nd Year Objectives
- Follow-up Questionnaire
- English Activities
- Math Activities
- Social Studies Activities
- English Rationale
- Bibliography
- Documenting Forms
- K-6 Continuance Plan
- Doing a Needs Assessment for a Career Resource Room
- Resource Sheet

Other Materials

- Cluster Chart by Discipline
- D.O.T. Outline
- Career Education Digest
- Rhode Island Career Education English Guidelines
- Dr. Bell's Speech
- Straight Answers on Career Education
- National Policy on Career Education
- Questions Teachers Ask Most Often on Career Education
- C.E. Publication List
- C.E. Publication List and Addresses
- Free & Inexpensive Materials
- Language Arts Microfiche List
- Free Loan Film Agencies
- Resources:
  - Arts
  - Foreign Language
  - Health Jobs
  - Home Ec.
  - Industrial Arts
  - Language Arts
  - Math
  - Music
  - Phys. Ed.
  - Science
  - Social Studies
- Career Education Microfiche List
- Free Career Planning Films

Dissemination of Information

The South Portland career education staff was responsible for disseminating information through presentations, talks, visits to the project, and news media. Requests were forthcoming from schools, the university, parent-teacher clubs, service organizations, state agencies, professional groups, career education projects, the city council, school board, and business groups.

The following chart covers the period from July 1, 1973 to June 30, 1976.

	Organizations or Schools	Number of People	S.P. Staff Involved
Project REVAMP Visitors	28	74	136
Project Presentations	26	838	65
Talks	11	241	25
Miscellaneous	13	109	14
Bangor Workshops	—	—	113
TOTAL	78	1262	353

This chart does not indicate the information disseminated by telephone. This was a time consuming phase of the project, one which was extremely difficult to control and document.

PUBLICITY - 1973 - 1976

Project HEVAMP (General)			
'73-'74	3 Articles	41"	
'74-'75	10 Articles	97"	
'75-'76	12 Articles	207"	
	25 Articles	345"	
Senior High School			
'74-'75	7 Articles	93"	+ 2 minutes 10 seconds
'75-'76	4 Articles	88"	+ 2 minutes
	11 Articles	181"	+ 4 minutes 10 seconds
Junior High School			
'73-'74	5 Articles	121"	
'74-'75	5 Articles	228"	+ 1 minute 20 seconds
'75-'76	1	10"	
	11 Articles	359"	+ 1 minute 20 seconds
Elementary			
'73-'74	3 Articles	13"	
'74-'75	2 Articles	50"	+ 2 minutes
'75-'76	3 Articles	22"	+ 4 minutes 20 seconds (2)
	8 Articles	85"	+ 6 minutes 20 seconds
CGI			
'73-'74	2 Articles	38"	
'74-'75	2 Articles	24"	
'75-'76	2 Articles	11"	
	6 Articles	73"	
TOTAL	61 Articles	1043"	+ 11 minutes 50 seconds (6 separate news showings)

Bangor - South Portland

The South Portland sub-contract with Bangor's Comprehensive Career Education Project, under the direction of Dr. Charles Ryan, added a new component to the South Portland program. The $15,002 provided supplies, travel, substitute's pay, and a replacement for the mathematics coordinator. She was kept on the project after 2 years of math revision and career education implementation to coordinate consultants and workshops. Bangor and South Portland staffs agreed to the 14 dates, topics and locations for August through June.

By working with Bangor, South Portland was able to save them much time in research and implementation. It was natural to wonder how much more could have been accomplished if another school system had been available to model for South Portland in 1973-74.

Bangor and South Portland are similar in school enrollment, business community accessibility, sociologically and economically. This certainly enhanced the success of the model strategy. The workshop strategy of theory-practicum combination was excellent. The three pronged state, university and school system approach touched all components to establish a uniform concept of career education and a process of implementation throughout the state.

Bangor was definitely not the only school system which benefited from this exchange. The staff was most generous in welcoming guests to their workshops. State Department Education personnel and surrounding community educators attended regularly. These state and university components will have a great influence throughout Maine.

All South Portland-prepared workshop materials were used for both school systems. Either the material was in existence due to previous South Portland implementation, or having devised presentations especially for Bangor, these materials were then disseminated to South Portland teachers.

South Portland, through this contract, had the means to acknowledge the hard work and professionalism of some of its many excellent teachers. Their commitment to career education was reaffirmed as a result of their participation.

The future of career education in Bangor rests in many areas. Without doubt, project teachers have experienced a growing commitment, and career education will remain an integral part of their teaching.

Vital to the success of any educational process are two factors - a united, dedicated teaching force and openly supportive administrators. Each building principal is the key to positive, comfortable feelings teachers have concerning their activities and ideas. Continued staffing, perhaps reduced in number from the original career education staff, is necessary. Bangor still needs people and time to organize and disseminate project ideas and materials. Under the direction of a career education staff, this year 33 Bangor participants will now be able to model for the remainder of the Bangor staff. A great deal of time and organization is necessary to represent all career education elements in each subject area and at all grade levels. This is no easy chore, but it is a must in thoroughly orienting educators to the goals, objectives and implementation of career education.

Sincerest thanks and congratulations are due Dr. Ryan for devising this most creditable plan for Maine. The Bangor Board of Education is to be commended for their support of this program. Dr. Miller's organizational talent and consistent concern have been significant factors in the success of the workshops and overall project. Phil Gonyar's dedication and concern go a long way in the present and future plans for career education in Bangor.

None Thompson has been a competent, conscientious leader in Bangor. The card from her own project teachers says it perfectly, "Without you, we would never have been so infused.....or enthused!" Bangor owes her a debt of gratitude for her totally professional manner. She has been a constant source of inspiration and encouragement to the project teachers.

All in all, Bangor has had a consistently hard working team. Personally and professionally, it has been a privilege to work with them. I extend my sincerest thanks to the South Portland and the Bangor Board of Education and administrators for allowing me this opportunity.

SOUTH PORTLAND PERSONNEL CONSULTANT DAYS

PART I

Overall participation of South Portland personnel is summed up in the following charts.

A. Total South Portland Consultant Days

First Half Year		Second Half Year	
In South Portland	16	In South Portland	—
In Bangor	56	In Bangor	29 + 1 student
At University	7	At University	4
	79		33 + 1 student

Total - 112 South Portland personnel and 1 South Portland student

B. Tally of Different South Portland Personnel

First Half - 36 different South Portland staff members

4 Administrators 8 Career Education Staff 5 Counselors
12 Elementary teachers 7 Secondary teachers

Second Half - 22 different South Portland staff members and one student

1 Administrator 4 Career Education Staff 1 Counselor
10 Elementary teachers 6 Secondary teachers 1 Student

Total - 52 different South Portland staff members

4 Administrators 8 Career Education Staff 6 Counselors
21 Elementary teachers 13 Secondary teachers

Community Resource File

The mechanics for establishing a Community Resource File were accomplished at the elementary level with the assistance of the head librarian. Two standardized forms were developed - Resource Form and Activity Form. The librarian will be responsible for the up-dating of this file as teachers make use of parents and community members who have expressed a willingness to visit schools.

At the secondary level, a resource file was developed for teacher and student use. The booklet, entitled, SIFTED, lists people who give their time to projects and activities. (Appendix C) Their services are keyed to the title SIFTED: Shadowing, Interviewing, Field Trips, Talks, Educational Materials and Demonstrations. These booklets will be kept in the Career Guidance Center. Responsibility for continuance of the file remains with the guidance assistant.

Elementary Curriculum

At the conclusion of three years of career education under Project HEVAMP, we believe that the high degree of success achieved is due to the following people.

1. Curriculum Directors
2. Principals
3. Library Staff
4. Teachers
5. Parents and Business Persons
6. Evaluation Team

Curriculum Directors

From the beginning, the administration gave full support to career education. The three elementary curriculum directors met regularly with the career education staff developing curriculum goals and units to assure a unified philosophy and a sequential development throughout the system. Without adding a new subject, career education was infused into the existing elementary curriculum. The curriculum directors played a key role in that process.

Principals

The principals were consulted regularly and were included in the decision making process whenever possible. Their commitment inspired the teachers to a high degree of involvement.

Library Staff

The elementary library staff informed themselves about career education and assisted the teachers in locating and ordering materials on self and career awareness. They prepared a list of library holdings in these fields and introduced the teachers to them at a workshop.

Teachers

The teachers are the backbone of any educational innovation, and without their cooperation, there can be no implementation. During Project HEVAMP, 100% of South Portland's elementary teachers held career education activities in their classrooms. This high degree of involvement results from the strong orientation and support given the teachers. All teachers attended the two required workshops each year. Many other opportunities were provided for the teachers to participate voluntarily in curriculum development and career education courses.

Support was given to the teachers by the curriculum coordinator who had herself been a classroom teacher in the system for 9 years. A non-threatening relationship was established as the coordinator visited each school on a regular basis to consult informally with the teachers to help locate resources and to make activity suggestions. Further support and encouragement were also given by the curriculum directors and principals as they worked with the teachers.

Parents and Business Persons

Through informal contacts and the Parent Survey, the school has made use of the talents and resources of people and businesses in the area. These volunteers have enriched the educational experiences of our students.

Evaluation Team

Much credit for the success of the elementary component is due to the fine relationship between our staff and the NERCOE evaluation team. The evaluators often acted as consultants, giving thoughtful suggestions and offering encouragement. Being an exemplary project can be a lonely and awesome responsibility. The evaluators, John Faust and Dr. Richard Gustafson, were friendly guides.

The results and accomplishments for the elementary component of the project may be listed in the following areas:

1. Curriculum Development
2. Inservice
3. Teacher Resource
4. Documentation
5. Personal Growth
6. Dissemination
7. Testing
8. Continuation

Curriculum Development

In close cooperation with the elementary curriculum directors, a teachers' guide was written during the first year of the project. Later, a sequential plan was developed and the guide was revised to correlate with the plan. Twenty-six teachers worked in two separate semester workshops to develop materials for the guides. All teachers in the system kept records of their activities and many of these were incorporated into the guide. The curriculum directors and the school superintendent wrote the philosophy and did the final editing of the guides. Copies of the revised guide will be distributed to the teachers next fall. (Appendix D)

Inservice

During the first two years of the project, four elementary schools with 50 teachers were involved. In the third year, all twelve public schools and one parochial school were included. Every year workshops were held to meet the needs of the teachers in these schools. The workshops were on: an orientation to career education; methods for the teaching of values, decision making, psychomotor skills, and work awareness; the use of career education resource materials, video tape, and ITV; the business community; and curriculum development.

In the third year of the project, South Portland teachers led their own workshops and shared their experiences with one another. A number of teachers traveled to Bangor or welcomed Bangor teachers into their classrooms. One hundred and twelve presentations and demonstration lessons were made by South Portland elementary teachers this year. Dissemination of this kind proved to be an excellent form of inservice for the participating teachers.

Third Year Teacher Involvement in Inservice/Dissemination

October 9 Workshop Presenters	17
March 9 Workshop Presenters	40
Bangor Presenters	21
Bangor Demonstration Lessons	32
Other Maine Presenters	2
	112

Teacher Resource

The curriculum coordinator visited the teachers in the four project schools every week during the first two years of the project for the purpose of disseminating ideas, assisting with resources, photography and video tape. In the third year, all twelve schools and the parochial school were visited less frequently, but on a regular basis for three months. Although the four project schools received little support from the coordinator during the third year, they continued with a high level of activity. The new project schools amazed everyone with the speed and extent of their orientation and involvement.

A Parent Survey was conducted in all the schools to identify persons and places to be used as resources.

A Community Resource File is partly completed. This file is maintained by the library staff and is used by the classroom teacher to locate persons, field trips, and free materials. Information on the Parent Survey and the Community Resource File is in the revised guide.

Documentation

During the second and third years of the project, classroom activities were reported and documented each quarter. A summary shows that 100% of the teachers participated each year in a wide variety of activities in the three areas: self awareness, work awareness and the value of work.

Anecdotal records of comments made by teachers, students, administrators, and parents show an enthusiastic support of the program. Other documentation of teacher workshops and pupil activities has been made with video tape, 8mm film, slides, and photographs.

Personal Growth

The curriculum coordinator was a participant in Dr. Kenneth Hoyt's Ohio mini-conference, is a member of the State Planning Board for the Houston Conference, has served as a reader for state career education projects, and is a member of an evaluation team for the Berwick project. She has attended the CGI three years, taken courses in career education and elementary guidance, and has both attended and directed numerous workshops on career education.

Dissemination

Information about Project REVAMP has been disseminated in a variety of ways. Presentations have been made with other members of the staff. These have been presented to parent and civic groups, and to schools in and out of Maine. We have served as consultants to visitors from other schools. News media have carried stories of elementary activities. The original teachers' guide in its complete and abbreviated forms has been distributed to educators all over the country. In the third year of the project, the responsibility for dissemination has been assumed largely by the curriculum directors, the principals, and the teachers.

Testing

Pre and post tests were administered to project and control groups in the 2nd and 5th grades in December 1974 and to the same children in the 3rd and 6th grades in March of 1976. The work awareness test showed growth in both groups, especially in the project schools. The self awareness test showed lower scores in the post test in both groups. Informal assessments made in interviews with teachers and pupils showed an improvement in attitudes of the students, however.

Anecdotal records are kept in each pupil's permanent record folder. Pupils and teachers, together, record the child's interests, strengths, and career preferences (if any) on a "C" sheet. This ongoing record may serve as a resource to high school guidance personnel.

Continuation

We are assured that career education will continue in the years to come. Mrs. Carolyn Corcoran, Director of Curriculum, has been assigned responsibility for elementary career education. She will provide inservice training for the teachers and continue with the curriculum revisions. An aide has been hired to serve as a resource to the teachers and to assist Mrs. Corcoran. The librarians will continue to circulate resource materials in career education. They will also keep the Community Resource File, located in each library, up to date. The principals with the curriculum director will offer support to the classroom teachers. The Revised Guide, in loose-leaf form, to allow for future revisions, will be distributed to each teacher in September. It will be a tool for continued implementation. We are confident that career education will not die in South Portland. It is not in the hardware that can break down, or in personalities who will leave the system, but it is a concept in the minds of the teachers and at the core of the renewed curriculum.

On June 28, 1976, members of the South Portland School Department were participants in the National Elementary Guidance Conference held at the University of Maine at Orono.

Carolyn Corcoran, Director of Curriculum (grades 5+6) presented an overview of the philosophy and career development design. Ruth Roberts, Elementary Career Education Coordinator, presented slides depicting activities related to the eight goals of the program. Mr. Andre Hemond, Head of the Guidance Department, shared with the group the changes in the philosophy of the guidance program in South Portland and Rose Athas, a classroom teacher, talked with counselors and teachers about the activities she had used with her own class.

Dr. Kenneth Hoyt, National Director for Career Education, was presented with the revised South Portland Career Education Guide by John Seekins, Jr., Superintendent of Schools. Dr. Hoyt made the following statements: (1) listen to what these people are saying — they have no elementary guidance counselor yet they have proven that with realistic goals, instruction in achieving these goals and the cooperation of the administration and staff the necessity for an elementary guidance counselor has gone; (2) the classroom teacher with day to day concern and involvement is the needed ingredient for bringing about change in student attitude and directing the student toward future success and (3) the time has come for guidance counselors to forget the importance of their title as a status symbol and take advantage of the resource which is at their disposal, the classroom teacher. Their time could be much better spent by working with and training teachers effectively if they wish to ensure their survival.

Secondary Curriculum Coordinators - Grades 7-12

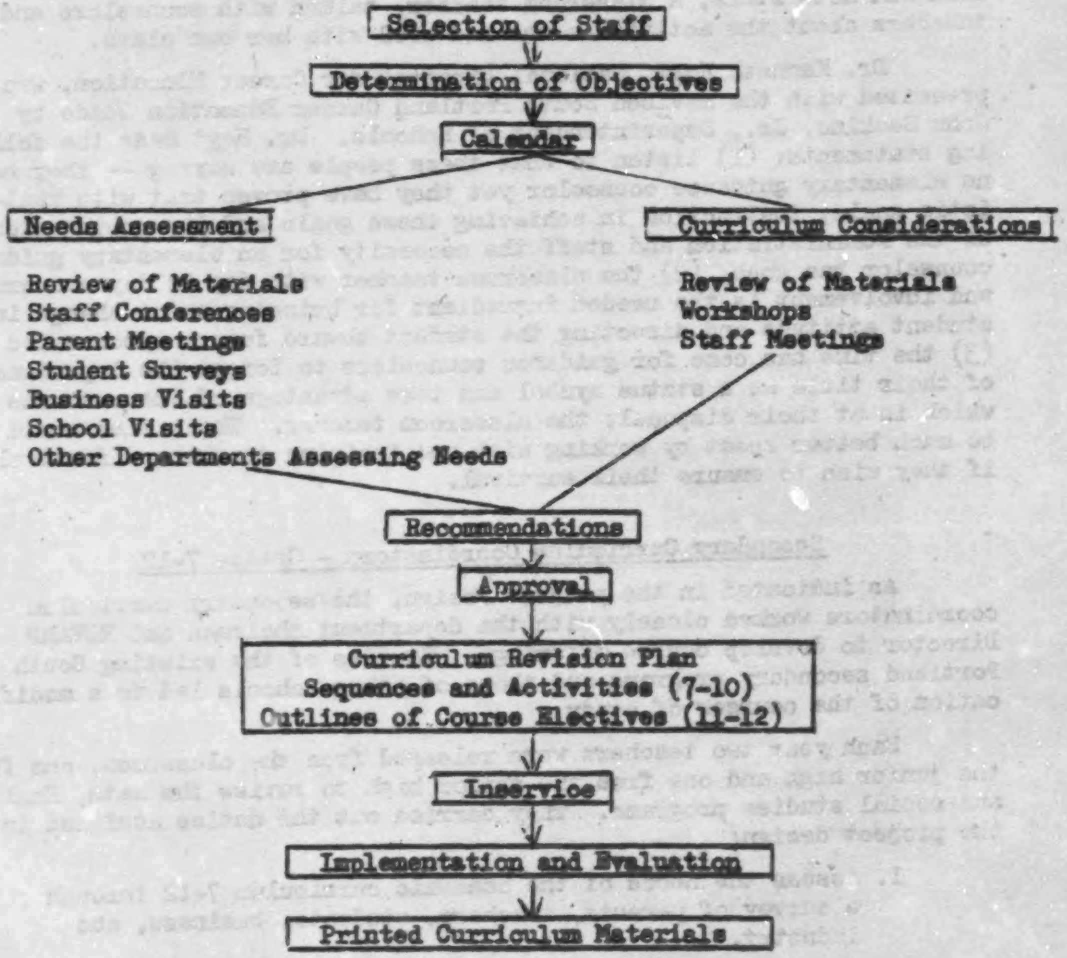
As indicated in the project design, the secondary curriculum coordinators worked closely with the department chairmen and REVAMP Director to develop course offerings. Studies of the existing South Portland secondary programs and those of other schools led to a modification of the courses of study.

Each year two teachers were released from the classroom, one from the junior high and one from the senior high to review the math, English and social studies programs. They carried out the duties assigned in the project design:

1. Assess the needs of the academic curriculum 7-12 through a survey of parents, teachers, students, business, and industry.
2. Revise the course offerings and infuse Career Education into courses after a study of resource areas, schools, vocational education areas, libraries, and colleges.
3. Seek personal growth and development by attending meetings, institutes and conferences pertaining to curriculum and Career Education.

4. **Assist in planning and carrying out Career Education inservice training for secondary teachers and aid the Guidance Department in planning and scheduling demonstrations, consultants, and field trips.**
5. **Research and purchase upon teacher evaluation and recommendation, texts and materials to complement the established and revised courses.**

South Portland Curriculum Revision Process



Selection of Staff

Determination of Objectives

Calendar

Needs Assessment

Review of Materials
Staff Conferences
Parent Meetings
Student Surveys
Business Visits
School Visits
Other Departments Assessing Needs

Curriculum Considerations

Review of Materials
Workshops
Staff Meetings

Recommendations

Approval

Curriculum Revision Plan
Sequences and Activities (7-10)
Outlines of Course Electives (11-12)

Inservice

Implementation and Evaluation

Printed Curriculum Materials

The culmination of these activities was a list of recommendations submitted to the South Portland Board of Education. Approval was granted after necessary modifications were made. The implementation of the various courses now becomes the responsibility of the department chairmen and associate department heads.

Mathematics 1973-76

The math department - first of three to undergo curriculum revision through Project REVAMP - deserves credit as a pioneer in career education infusion. Charged with the specific duty of reviewing the existing math program to determine its relevance for all students, the secondary coordinators were admonished about past curriculum committee pitfalls. Highest on the list was that courses for either the exceptionally gifted or slow learners seemed to have received most attention. Yet programs for the general/vocational students had unintentionally received much less time and concern. Also, coordinators were urged to make math offerings useful by consulting parents, students, and businesses as well as educators for input prior to final recommendations. The majority of changes did take place in the designated general/vocational area.

As determined in the Secondary Mathematics Curriculum Recommendations of March 1, 1974, and Secondary Mathematics Revision Follow-up of May 16, 1976, Phase II math implementations have progressed according to schedule.

With emphasis on basic math skills in grades seven and eight, continued infusion of career education concepts as more bankers, insurance and real estate agents, credit union representatives, cash registers, social security and income tax materials in the classrooms.

Algebra I, part 1, remained successful at the ninth grade level. Enrollment at the two junior high schools for 1975-76 was 92 students. The projected enrollment for 1976-77 is 128 students. To balance the amount of material presently included in Algebra I, part 1, and Algebra I, part 2, one chapter of the part 2 text will be covered in part 1. All junior and senior high teachers involved agreed this would enhance success for the part 2 students without deterring that of part 1 students.

Consumer A and Technical Mathematics offerings for 9th and 10th graders have nearly completed a second year with three classes, 42 students, and 2 classes, 37 students, respectively at the junior highs. At the high school a total of 40 students are enrolled in two Consumer A classes and 21 students in one Technical Math class. Meetings with present and former instructors of these courses were valuable and productive. As originally intended, consumer/tech courses were designed to meet student interest as well as need. A stereotyping has arisen resulting in all male or all female class populations. Since both courses include a first half year of basic math review, followed by a half year of consumer or technical math applications, principals are being requested to block these courses back to back, intermingling the consumer and technical math students.

The first half year will be the same for all groups: basic math review, one consumer unit, and one technical unit. At the half year students will choose the final semester of consumer or technical math. Along with clinching the interest factor, it is hoped the stereotyping situation might be eliminated. The combined materials of the three consumer math teachers identified the goals and content for Consumer A, and have firmed the Consumer B course for 1976-77.

This year's Technical Algebra I students progressed with less disruption caused by the first year's misunderstanding of course difficulty. As originally indicated, Technical Algebra I is of equal difficulty to Algebra I.

The natural progression of Applied Algebra I and Technical Algebra II from Technical Math and Technical Algebra I, respectively, ran with little difficulty this year. Two classes of Applied Algebra had a total enrollment of 42 students, Technical Algebra II, 19.

At present it has been determined that all the courses will be offered next year with the exception of Technical Algebra III. The recent tabulation indicated only four students signed up for September 1976. They will have the opportunity to complete this course as independent study.

Of the 21 math teachers, grades 7-12, slated for the 1976-77 school year, over 70% have participated in at least one of the REVAMP math workshops. Ten of the department members will have taught or be teaching one of the new courses. These concerned, conscientious and competent individuals will continue revision and involvement.

The past three years have been times of constructive self criticism and evaluation within the secondary mathematics department. Channels of communication and cooperation have opened up and flourished. The best possible education for all students comes when educators constantly review the offerings of their curriculum. Since some courses have now almost completed a second full year, meetings have come a long way from the time when course projections were identified from research and theory. Teachers are now talking from experience, and each has valuable views to contribute. South Portland draws heavily on that experience with students, to evaluate and redesign curriculum, so that it most appropriately meets the needs of all students.

The key question is: "What are we doing for students?" The answer is: "Trying to provide the best possible education to meet each student's needs, interests, and abilities." South Portland strives for good education. Therefore, curriculum evaluation and revision is a never ending process, and South Portland is fortunate to have the teachers who will meet that challenge.

During the three year revision and implementation period valuable factors in the math and overall career education program successes were the wise guidance of Dr. Arthur Berry, secondary curriculum evaluator, the inimitable aid of the PRIME Resource Center staff and the supportive backing of South Portland administrators and Board of Education.

English 1974-76

The curriculum coordinators for English were fortunate to have served on the career education staff for two years. The charge had been to affect a change in education in South Portland. Granted, interest in career education was slow in coming to many and granted, all have not yet accepted the career education philosophy. Yet, we believe changes did occur and career education did make a difference both to teachers and to students.

Before working with teachers, we began a learning process - gathering information from the math and elementary coordinators who shared all they had gained the previous year. Our project evaluator, Dr. Arthur Berry, provided a valuable lesson in creating a process chart. Research was vital to our endeavor. We found microfiche at the State Library, guides at the State Curriculum Office, professional books at college libraries, films and other materials at Prime Resource Center.

We then sought teacher involvement. We suggested that such involvement meant sharing. To accomplish our purpose, we offered the option of meetings - individual, small group or departmental. Teachers new to South Portland and those with long years of experience participated. Workshops were held during school vacations and in the summer. Teachers received $15 a day to work together to develop units to be tested in the classroom. Attendance at other workshops - Career Guidance Institutes - led to increased understanding of the relationship between school and community.

Did students benefit from the changes brought by career education? Teachers, acknowledging that others could assist in teaching, opened their classrooms. "Book Fair - A Community Resource" was a project designed to make the best use of facilities in the local area. "Lifestyles" introduced students to people following a unique way of life. Career education can be awareness of one's own talents as was demonstrated in "Self and Career Exploration". Students taught both teachers and classmates in this project. A career education course required of all ninth grade students - taught differently at each junior high - has been approved by the Board of Education. Although teachers of other disciplines have assisted in teaching this course, it was originally a recommendation of the English coordinators.

Nowhere has the change for students been more in evidence than in the phase elective course offerings at the high school. Work in this area began shortly before career education came to South Portland. Yet it was coordinators - math and English - who helped with course outlines, research, microfiche searches and community resources. The folklore and film study courses received much time, attention and support from many of the career education staff.

The guidance and English departments have worked closely together. Career Fair, the ninth grade course, Senior Day - all attest to the cooperative ventures of these two departments.

In the spring of the first year of the project, a Language Arts Curriculum Guide - Grades 7-9 was published. Later a grant was made possible through the cooperative efforts of the project director, assistant director and Dr. Charles Ryan of the University of Maine. The project title, "Integration of the Career Education Concepts into the Secondary English Curriculum", indicates the task assigned. Funding was provided for a teacher replacement who made it possible for one coordinator to be released from the classroom for a second year. Another coordinator, Sarah Lee Wright, although unable to complete her work, made a major contribution to the Language Arts Curriculum Guide - Grades 7-12. Her commitment to her work, her gift for writing and her belief in career education are reflected in the Guide. (Appendix E)

Social Studies

Two social studies teachers were released from the classroom, one from a junior high and one from the senior high, to review the social studies curriculum. Multiple goals included denoting and reinforcing present strengths, discovering and dealing with current weaknesses, and infusing career education.

The process to achieve these goals included: 1) conducting a needs assessment; 2) creating a new curriculum based on the results of the needs assessment; 3) broadening the outlook of the coordinators by attending meetings, institutes and conferences and by much personal study in order to best devise a new curriculum; and 4) providing workshops for social studies teachers to become familiar with new areas of concern such as moral reasoning and career education, and to participate in the creation of the new curriculum offerings.

The coordinators were very much concerned with developing students' skills, values and attitudes, and enlarging the repertoire of teachers by expanding teacher methodology.

A social studies skills sheet was devised that breaks down skills into various categories, tells when each of the skills should be introduced in the school system, should be reinforced, etc. The coordinators also provided all social studies teachers with practical suggestions as to how these skills can be built and reinforced.

In regards to values and attitudes, the coordinators discovered and brought to the attention of all social studies' teachers, Kohlberg's system of moral reasoning. A workshop, meetings, and much material were provided teachers by the coordinators for them to be able to utilize this approach within their classrooms in order to help students reach higher stages of moral reasoning.

Teacher methodology was a major concern of coordinators and teachers. The coordinators provided a great number of suggestions for different approaches and also ran workshops where teachers could share ideas and work together to create different methods for making their classes more interesting and valuable.

A social studies notebook was compiled by the coordinators for each member of the social studies department, grades seven through twelve. The notebook includes virtually everything of value discovered or created by the coordinators during the course of the year. This brings together in one place the fruits of this years labor and provides a basis for the continued building of a superior social studies program.

Recommendations:

1. It is recommended that the work done by the coordinator be furthered over the year by continuing the momentum created. This means the high school department chairman and the junior high associate department chairmen provide social studies' teachers with the opportunities to get together periodically for purposes of sharing ideas and problems.
2. It is recommended that people from within the system be used for curriculum study and revising because they are familiar with local needs and conditions but that they endeavor to expand their horizons as fully as possible by attending conferences, workshops, etc., that will provide further new approaches, ideas and concepts that may be applied locally.

Miscellaneous 1973-76

As soon as school started in September 1973, it was obvious that career education activities would be limited not only to the mathematics department. Interest was high with many individuals in all of the secondary departments. Though time for the coordinators was spread very thinly, every request and concern stated by any South Portland school department personnel was promptly supported and acted upon by the coordinators. For three years the coordinators' services were available to all teachers.

Materials, speaker, or field trips have been arranged for math, English, social studies, science, home economics, industrial arts, career education, art, business education, work study, distributive education, first aid, French and health classes. These experiences and resources served as a basis when the math and English coordinators worked with the assistant director to organize SIFTED. This directory will be basic to the future of career education in South Portland.

An excellent aid for all disciplines was free loan films. Many agencies distribute worthwhile films to schools. PRIME Resource Center was a treasure to work with and South Portland owes much to their dedicated staff and up-to-date facilities.

The second free loan film/filmstrip arrangement was preview of commercial materials for purchase. Evaluation forms prepared by PRIME were superb for maintaining accurate recommendation records. Teachers were honest in their evaluations and appreciative of the convenience of testing materials, since coordinators ordered, circulated and returned materials for them. When funds were available, there was an accurate report on materials worth buying. Following this procedure, a school system has a better assurance that materials will be used.

The math coordinator worked with all three guidance assistants to devise an appropriate teacher talent survey. A great number of teachers responded positively to sharing their backgrounds and experiences in special areas should any teacher desire class presentations.

Working with the guidance assistants, the math coordinator provided workshop orientation, in the use of cameras, slide and super 8 talkie, and the video tape equipment.

The high school guidance assistant and math coordinator opened career resources to all subject areas through the Career Days programs. Each month jobs from two of the 15 USOE job clusters were highlighted. Teachers attended with classes on a volunteer basis.

Career education has prompted educators to utilize the news media to make the community aware of classroom activities. The career education staff assisted many teachers in contacting television and newspaper personnel. This has been successful in projecting a favorable image towards education.

The following chart gives an indication of time spent each month with South Portland counselors and teachers individually and in small groups for program planning. Time period is the school months January 1975 to April 1976.*

Month	Meetings	No. Different Individuals
January	45	25
February	28	25
March	30	22
April	26	18
September	23	20
October	26	15
November	10	9
December	4	7
January	7	20
February	10	6
March	14	6
April	17	20

*These figures do not include the meetings held for Bangor workshops or the countless telephone conversations.

Secondary Guidance

Prior to Project HEVAMP, the South Portland guidance department delivered most of its student-centered services on a one to one basis. Neither the guidance services nor the spheres of counselor influence were well defined. Though follow-up studies were an integral part of the services, tabulations were not used to promote program revision. Entry level and immediate full and part-time job placement were not given the same emphasis as was placed on post secondary educational placement.

Curriculum revision and the gradual change to elective programs required a more thorough understanding of the various disciplines. Since a wide variety of courses were developed to meet the needs and career interests of all students the counselors identified their responsibility to attend department meetings in all subject areas. Counselors cover the subjects related to their academic backgrounds. A further result was a closer cooperative effort among parents, students, and counselor.

Needs Assessment

The guidance and counseling department of South Portland was identified as a critical component in the overall approach to career education. If counselors were to make a significant difference in the lives of students, it was essential that a needs assessment survey, based on students' needs, be taken. This was accomplished by conducting the following tests and surveys:

1. 10th grade student survey
2. College Board ATP Summary Reports
3. Assessment of Career Development Test (ACD)
4. Follow-up for South Portland Class of 1969 and 1974
5. Senior Survey Class 1975
6. Health Workshop Evaluation
7. Career Resource Room Follow-up

Results indicated 63% of our students indicated need in improving study skills, 89% need help in making career plans, 61% indicated need for help in obtaining money for education.

In order to best serve these needs, the guidance staff devised a plan of action covering self-awareness and interpersonal relationships, decision making and goal setting, career and educational planning and placement. Each of these respectively took up 31.5%, 26%, 31.5% and 10% of each counselor's time. In order to reach all students the means of delivery and percentage of time spent was: one to one 24%, small groups (6 to 12 students) 43.5% and large groups 31.5%. These figures add to 99% because 1% of counselor time is addressed to "non-people" duties. Some of the programs initiated to meet the four objectives are Career Fair, Job Shadowing, Senior Day, Career Days, workshops on social issues such as venereal disease and alcoholism, sophomore decision making unit and extended testing program.

In addition to Career Guidance Center facilities, a high school classroom has been turned over to guidance. These accommodations were primary in facilitating small and large group sessions.

Guidance Design

Project REVAMP expanded guidance services in a number of ways. It provided an additional counselor at the high school. Rather than have this individual identified as "the career education counselor", the guidance staff shared the career education responsibility for all students. Total commitment was indicated by 100% counselor participation in the Career Guidance Institutes. Guidance personnel addressed themselves to the following four areas: (1) development of the Career Guidance Centers, (2) establishment of formal placement services, (3) better use of community resources, and (4) expansion of survey and follow-up studies.

Career Guidance Centers were established in all three secondary schools. Each was staffed by a guidance assistant who oriented teachers and students to the Centers and made them aware of the materials and services provided there. The assistant also had the responsibility for maintaining current career information. Other tasks included assisting in special career education projects, publishing newsletters, arranging for speakers, organizing film festivals and creating career displays. Junior high assistants developed student organizations called K.R.O.W. Club (work spelled backwards) and J.A.W.S. Corps (Jobs, Attitudes, Work Skills).

A formal placement service for full time and part-time jobs was initiated. In the junior highs, this service was negligible because of the age factor. In order to encourage the work attitude and ethic, volunteer programs were promoted at this level. At the senior high, the job bank is an integral part of the Career Guidance Center. It is used extensively by members of the student body as well as alumni. The community is well aware of the job bank. Because job offerings called in by employers are expedited efficiently, members of the business community avail themselves of this service on a regular basis.

Students are introduced to the world of work by use of community resources: Career Fair, job shadowing, a ninth grade career education course, Senior Day, Career Days, and field trips to explore vocational options.

Career Fair

"Exploring the World of Work" has been the theme of the Career Fair designed for eighth grade students. Each year over fifty exhibitors demonstrated or simulated their skills for students and teachers during the day and for students with parents in the evening. English teachers assisted guidance in orientation and evaluation activities with students.

Job Shadowing

In the first two years of Project REVAMP, job shadowing was the joint effort of the guidance and English departments. During the third year it was incorporated into the ninth grade career education course. The project again demonstrated that the business community can assist the school in offering exploration. Shadowing at the junior high level has been a requirement. At the high school it is optional and carried out on an individual basis.

Senior Career Day

The guidance department initiated a program to involve all seniors in interviewing sessions with local professional personnel people. In English classes, counselors conducted discussions and role playing exercises on interviewing techniques. English teachers assisted students in writing resumes. Students selected for interviews representatives of business, education, Armed Services and apprenticeship programs. Each student had the best of personnel to be found in the local area.

Surveys and follow up studies identified in the needs assessment narrative above were conducted. Dr. Robert Read, the guidance evaluator, was an immense help in this area. The various questionnaires were gathered from several different student sources.

Parent Student Handbook for Career Guidance

The guidance handbook was created out of the need to interpret for parents and students the many facets of the guidance program. The sequential design indicates the scope - ranging from junior high orientation through the testing program to senior high vocational and educational options. (Appendix F) The production of the Handbook was a lengthy process. The first draft was a compilation of data submitted by all counselors. After substantial revision by the Director of Guidance and the English curriculum coordinator, the Parent Student Guidance Handbook was completed in the third year of the project.

6.(f) Conclusions

Members of the Board of Education have given their continued support to the project. The Director, in writing the original proposal, reflected those things recommended by the staff. The goals were theirs, not his. More than anyone else, the Assistant Director was responsible for the openness between the school system and the business community. Evaluators developed a good working relationship with staff members. The support of the advisory committee has been an asset; their assistance has been valuable in showing the means for the best use of business and industry.

In the approved budget for 1976-77, although the Board of Education was forced to cut $558,000, they have included an excess of $30,000 to continue career education in South Portland. Fourth year continuance provided for guidance counselor, 3 guidance assistants and an elementary teacher assistant.

When the first edition of the elementary handbook was being written, all projects were developed from classroom activities. Since that time, a gradual evolution has taken place. Philosophy became the focus and career education became truly infused.

Since all three elementary curriculum directors worked so closely with the elementary coordinator, the Career Awareness Handbook now becomes their responsibility.

Teachers in South Portland were released from classes to serve as coordinators and to infuse career education into academic subjects. All coordinators - elementary and secondary - worked in the same area. This provided support for all members and offered a greater chance for K-12 coordination. Continuity was assured because there were few personnel changes.

There has been a gradual increase in the number of teachers being involved. Rather than being offered a finished product in which they had no participation, their involvement was sought and their contributions were major. A pronounced attitudinal change has been noted in teachers who participated in the three Career Guidance Institutes.

Students have recognized that career education is important. They feel someone has an interest in them. Moreover, they have been offered career options. After three years they have said, "We hope South Portland continues the career education programs."

Changes in curriculum revision have been real, not superficial. The Board of Education will require follow-up studies of revisions made. All handbooks and guides have been produced in loose-leaf form to facilitate change.

Guidance has offered services to fit student needs which were expressed in student surveys.

Guidance services have been more clearly defined and the direction of the guidance staff has been moving more steadily toward the implementation of major program objectives. A better utilization of time has resulted.

The fact that the Career Guidance Room was established beside the offices of counselors brought students to guidance for other than crisis counseling. This increased voluntary student interest. Locating the Centers next to guidance offices made it imperative for counselors to gain greater knowledge of vocational information.

If career education is to continue to succeed there must be a cooperative effort - parents, teachers, students and the community. Open communication must continue between elementary and secondary as well as between academic departments.

6.(f) Recommendations

It is recommended that the local school system:

- retain Fred Freise as Career Education Assistant Director. A school system requires a person who will coordinate career education activities. Through his efforts, over 300 teachers and 250 business people have been brought together repeatedly for the benefit of students. His sincerity and firm belief in what he is doing have caused the business community to respond to his requests as they would to few others. In order to maintain this rapport, he should be named Career Education Assistant Director.

- provide a more realistic balance of instruction acknowledging the affective and psychomotor as well as the cognitive domain. For years education has directed its attention to the academic understanding of the child. As teachers have applied the training gained in the affective and psychomotor workshops the past three years, more students have experienced success. Results have been equally pleasing to students, parents, and teachers.

- limit the number of on-site visitation days and determine the maximum number of presentations within a designated length of time. Upon accepting federal funds, a project is justifiably bound to aid other school systems. South Portland carried out a completely open policy in this area. REVAMP staff was heavily taxed as indicated under Dissemination in 6.(d) of this report. Personnel would be protected if a policy were determined and maintained from the outset.

- charge the department chairmen and associate department heads with the responsibility of implementing the approved curriculum revisions. Each department will determine a system of record keeping to assure that all eight goals of career education are infused. This will be used in conjunction with the plan of internal and annual review and the evaluation of new and revised courses required by the Board of Education and the school administration.

It is recommended that the State Department of Education:

- assume the leadership, with the assistance of a successful project such as REVAMP, to coordinate a systematic state-wide implementation of career education. The second and third year of Project REVAMP realized a close working relationship between a local and state Department of Education. Fred Freise and George MacLeod served as members of the State Task Force for establishing a state plan for career education. Mr. MacLeod and the South Portland English coordinator for career education wrote the budget and proposal for a revised plan.

- serve as a clearing house for career education materials. Using feedback from local systems, the State Department would coordinate and disseminate current career education information. Their contacts with other states would further benefit local school systems.

It is recommended that the Career Education Office of the USOE:

- exclude in special cases the grades 13-14 requirement in career education proposals. In states where grades 13 and 14 are not a legislated component of public schools, applicants for career education funds should not be required to include these grades in their programs. There exist no authority, staff facilities or channels of communication available to create meaningful outcomes at this level.

- screen proposals for adequate budgeting of clerical assistance. Readers of projects should be concerned that applicants include sufficient clerical staffing. Within three months of the start of Project REVAMP, our error was obvious. There was no way the original clerical staff, however skilled, could have completed the work demanded by the project.

- assign increasing annual budgets to three year projects. When funds for that time period are granted, the Career Education Office should schedule an approximate cost of living increase each year. Inflation cut so drastically into expenses that some aspects of the project had to be curtailed. With federal funding at an equal level each year and the project operating at full cost the first year, inflation effected second and third year expenses and accomplishments.

- grant fourth year dissemination funds to systems which have completed worthwhile projects. South Portland has devoted much time these three years in disseminating project information. Due to travel and postal costs, this will cease. The desire to continue sharing with others is there but the means are not.

- require a 3 and/or 5 year follow-up study in systems that receive federal project money. This is no assurance that program goals would continue after funding stopped. However, this requirement would encourage accountability and responsibility for living up to project objectives.

- should determine and specify expected student outcomes as a result of career education implementation into a school system. Project schools should be given guidelines denoting anticipated growth of students in math, reading, or other basic skills.

- extend a concentrated effort to identify and distribute valid standardized tests to enable an accurate documentation of student achievement in career education areas - decision making, self awareness and career awareness. The various instruments administered by REVAMP staff left much to be desired.

- develop guidelines for a standardized data collection system. This would save a great deal of time and talent for project staffs. From the outset of a project, educators would be able to keep complete and accurate account of information deemed useful. Duplicated records of several projects or even within a single project would be eliminated. If precise guidelines were distributed, personnel would not waste time recording areas of little or no importance. Staff would not have to guess at what is or is not expected in Washington. These would also prove useful to third party evaluators.

SOUTH PORTLAND, MAINE - CAREER DEVELOPMENT DESIGN

GOALS

	PRIMARY	INTERMEDIATE	JUNIOR HIGH	SENIOR HIGH
SELF AWARENESS	Demonstrate an awareness of his own interests, skills and feelings.	Demonstrate an appreciation of his own skills, interests, feelings and values.	Recognize that his talents, values, interests, and limitations relate to career goals.	Make goal-oriented choices related to his career requirements and future employability skills.
INTERPERSONAL SKILLS	Demonstrate cooperation in social situations.	Develop an appreciation of the differences between individuals or groups.	Develop the interpersonal skills required for work roles, recognizing that trust and respect are factors in human relations.	Demonstrate an understanding of the importance of human relationships in volunteer and part and full time work.
DECISION MAKING	Use his senses to gather data and to develop concepts.	Develop skills in making generalizations, hypothesizing and predicting.	Develop an awareness of the results of decisions which will give him a sense of control over his future.	Identify realistic alternatives based on education, work experience and counseling and accept responsibility for career decisions.
WORK AWARENESS	Gain knowledge of workers in the home, school, and community.	Identify the personal and environmental factors which influence a worker.	Explore and analyze the common and unique characteristics of jobs within the 15 U.S.O.E. job clusters.	Recognize that social, environmental, and technical factors influence career trends and as a result workers must be flexible, adaptable and mobile.
MANIPULATIVE SKILLS	Develop psychomotor skills.	Improve psychomotor skills.	Identify and use manual skills that are essential to many careers and leisure time activities.	Develop competence in use of manipulative skills required in one's future career or educational plans.
ECONOMIC AWARENESS	Understand that people are paid for their work and use that money to satisfy their needs and wants.	Recognize that each individual is a consumer, producer and citizen, and as such has certain rights and responsibilities.	Develop an awareness of the financial and legal consumer resources as they relate to personal and family economics.	Understand and appreciate, as a worker and consumer, the complexities of the American economic system.
VALUE OF WORK	Identify ways that workers are of service to the community.	Recognize that an individual can find satisfaction through his work.	Understand impact of one's career on his lifestyle.	Gain insight into personal and social value of employment through simulated or real work experience.
RELEVANCE OF EDUCATION	Recognize that school is a place to learn.	Recognize that schooling is necessary for future careers.	Recognize that mental, physical and communicative skills are basic and applicable to all career fields.	Identify the relation between mastery of content knowledge and educational or vocational plans.

1976

APP. B

CGI FINAL REPORT

JUNE 1, 1975

SOUTH PORTLAND SCHOOL SYSTEM
SOUTH PORTLAND, MAINE

FINAL REPORT
OF THE
CAREER GUIDANCE INSTITUTE

June 1, 1975

PROJECT COORDINATORS

Frederick E. Freise
Dr. Arthur O. Berry

SPONSORED BY

South Portland Public Schools
National Alliance of Businessmen

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A - Information Desired from Employers
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HISTORICAL BACKGROUND

During the 1974-75 academic school year, South Portland Public Schools and the Greater Portland Chamber of Commerce collaborated in the operation of a Career Guidance Institute under the sponsorship of The National Alliance of Businessmen and the United States Department of Labor. The purpose of the Institute was to create an interface between parents, educators, students and businessmen. Of major concern was the extent of career opportunities in the Greater Portland Area for non-college bound and disadvantaged students and career ladder potential for those gaining employment.

The Institute was also visualized as an inservice educational activity for educators in the South Portland Schools and was designed to enhance their career education program. More specifically, to expose them to the world of work, and the implications it could provide for education, the teacher, and the classroom environment.

Institute ojbectives were based on the "Dimensions of Career Education" as approved by the Career Education Advisory Committee and Institute design consisted of a refinement of procedures utilized in the 1974 Career Guidance Institute model with consideration given to recommendations published in the CGI Final Report, June 1, 1974.

Dr. Arthur Berry, Director of Vocational-Technical Education, University of Maine at Portland-Gorham, was designated as Workshop Coordinator to work with Frederick E. Freise, Assistant Director of REVAMP, who assumed directorship of the 1974-75 Career Guidance Institute.

INSTITUTE GOALS AND OBJECTIVES

General goals as presented in the specifications by The National Alliance of Businessmen were accepted as the basis for the CGI. At the conclusion of CGI, in accordance with "Dimensions of Career Education", the participants will:

1. identify values, interests, abilities, needs and other self characteristics as they relate to occupational roles. (self dimension)
2. explore occupational areas and describe opportunities, potential satisfactions, required roles of workers and other related dimensions. (occupational information dimension)
3. describe the psychological meaning of work and its value in the human experience. (psychology of work dimension)
4. describe modern work structure, and work environments, and organizational characteristics. (organizational dimension)
5. tell how the individual's role in work is tied to the well-being of the community. (social contribution dimension)
6. demonstrate planfulness in striving to achieve occupational goals and objectives. (planfulness dimension)
7. demonstrate through work-relevant behavior that one is acquiring a concept of self as a productive person in a work-centered society. (work ethics dimension)
8. describe that relationship which exists between basic skills, marketable skills, and interpersonal skills and the jobs one can reasonably aspire to in adult life. (school-work relationship dimension)

9. demonstrate possession of a reasonable degree of basic skills, knowledges, and behavioral characteristics associated with some type of work or occupational area. (occupational preparation dimension)

10. be aware of desirable work-relevant behavior, an ability to learn, adjust to, and advance in a chosen occupation. (work adjustment dimension)

OVERVIEW OF THE INSTITUTE

The Career Guidance Institute was structured on the model developed in 1974, however, scheduling was changed based on participant recommendations. Participants were divided into two groups; those individuals from elementary schools, or those with a focus towards career emphasis at the elementary school level; and those from secondary schools, or those with a focus towards career emphasis at that level.

Elementary participants met on Tuesdays while secondary met on Thursday. Two industry-visitations were held followed by a worksession.

In order to provide relevance to the Career Education program, occupational clusters, as identified by the United States Office of Education, were selected and companies within these clusters in the Greater Portland Area were contacted regarding the Institute and their willingness to become involved. In addition to the occupational clusters, consideration was also given to the curriculum materials currently in use in the South Portland Public Schools and an attempt was made to match visitations and careers to these materials. Those industries or businesses indicating a willingness to participate were provided with a list (Appendix A) of information desired from the company and a "business-industry tour" (Appendix B) information guide.

The resource material solicited (Appendix A) was compiled and placed in the career resource centers of the South Portland Public Schools for use by teachers, counselors and students. The "business-industry tour" guide (Appendix B) provided each business participant was designed to assure that the visitation would be structured and appropriate to institute objectives.

The formate of each tour-visitation was as follows: A 15 minute briefing, a 45 minute tour, and a 60 minute discussion period.

Worksessions were held following two industry-business visitations for each group of participants. Following the last visitation session, both groups of participants met jointly to compare their experiences and evaluate institute effectiveness. A feedback mechanism (Appendix C) was utilized after all visitations and worksessions and provided the Director and Coordinator with a bases for restructuring sessions to make them more relevant.

Each tour-visitation, as well as workshop session, was taped, edited and published by the Institute. The publication "Career Opportunities in Greater Portland, Maine--Visitation Notes and Info" Volume No. 2 was distributed to all Institute participants as well as guidance counselors and other interested parties in the Greater Portland area. Volume No. 1 is currently being utilized as a text and reference in a number of cooperative work-experience programs. Volume No. 2 provides them with additional resource material.

Education and its relevance to the world of work was a major institute objective. At each work session participants were asked to identify a minimum of ten terms relating to careers that they thought a student should understand, or be aware of. These words, or terms, were compiled into a master list (Appendix D) and at the final worksession each participant was asked to indicate the grade level at which it should be introduced into the curriculum. Responses on Career Terms (Appendix E) were compiled for curriculum use.

Participants were also asked at the final worksession to respond to the following question:

> "Based on your tours and worksessions, list those areas or facts that need emphasis or change in education if we are to better prepare youth for job entry."

There responses were added to those identified from the tapes (Appendix F) and presented to the participants.

Small groups reacted to the composite listing and made specific recommendations for the South Portland Public School System.

The program, on a week by week basis, was as follows:

October 10 - Worksession

a. Orientation to Project
b. Pre-test
c. Goals of Institute
d. Pre-tour Information
    Portland Water Front
    Portland Pipeline
    Bluerock Industries
    American Hoist and Derrick

October 15

Tour-visitation
    Portland Waterfront

October 17

Tour-visitation
    Bluerock Industries

October 22

Tour-visitation
    Portland Pipeline

October 24

Tour-visitation
    American Hoise and Derrick

October 29 - Worksession

a. Overview - Career Education
b. Overview - Proposes of Education
c. Pre-tour Information
    Imperial Homes
    Maine Egg Products
    U.S. Post Office and Federal Building
    S.D. Warren
d. Feedback

November 5

Tour-visitation
    Imperial Homes

November 7

Tour-visitation
    U.S. Post Office and Federal Building

November 14

Tour-visitation
 S.D. Warren Paper Mill

November 19 & 21 - Worksessions

a. Career Education Review
b. Review of Tour-visitations
    - Group A - Presentation
        - Waterfront
    - Group B - Presentation
        - Imperial Homes
    - Group C - Presentation
        - Portland Pipe Line
    - Group D - Presentation
        - Bluerock Industries
    - Group E - Presentation
        - American Hoist and Derrick
    - Group F - Presentation
        - U.S. Post Office and Federal Building
    - Group G - Presentation
        - S.D. Warren Paper Mill
c. Behavioral and Performance Objectives
d. Pre-tour Information
    - Hannaford Brothers
    - South Portland Fire and Police
    - Blue Cross and Blue Shield
e. Feedback

November 26

Tour-visitation
 Hannaford Brothers

December 3

Tour-visitation
 South Portland Fire and Police

December 5

Tour-visitation
 Blue Cross and Blue Shield

December 10 - Worksession

a. Review Behavioral Objectives
b. Test on Performance and Behavioral Objectives
c. Review of Tours
    - Hannaford Brothers
    - South Portland Fire and Police
d. Career Terms - Development
e. Pre-tour Information
    - Hoods Ice Cream
    - Sebago Shoe
g. Feedback

December 12 - Worksession

a. "The Economic System"
    Russell Day - Training Director
    S. D. Warren Company
b. Pre-tour Information
    Noyes Tire
    Burnham and Morrill

January 7

Tour-visitation
    Hoods Ice Cream

January 9

Tour-visitation
    Noyes Tire

January 14

Tour-visitation
    Burnham and Morrill

January 16

Tour-visitation
    Sebago Shoe Company

January 21 & 23 - Worksessions

a. Where Are We?
b. Discussion on Tour-visitation
    Burnham and Morrill
c. Career Terms - Development
d. Competency Based Education
e. Strategies from Goals and Objectives
f. Pre-tour Information
    Osteopathic Hospital of Maine
    Holiday Inn
    W. H. Nichols Company
g. Feedback

January 28

Tour-visitation
    Osteopathic Hospital of Maine

January 30

Tour-visitation
    Emery Waterhouse

February 4

Tour-visitation
    Holiday Inn Downtown

February 6

Tour-visitation
W.H. Nichols Company

February 11 & 13 - Worksessions

- a. Systems Approach to Education
- b. Strategies for Implementation
  Elementary Career Ed
- c. Group Work
  1. What do individuals want most from their Jobs?
  2. Career Terms Development
  3. Analysis of educational needs
- d. Review of tour guide sheets
  Osteopathic Hospital of Maine
  Emery Waterhouse
  Holiday Inn Downtown
  W.H. Nichols Company
- e. Pre-tour Information
  Weyerhaeuser
  Presteel Corporation
  Reiche School
- f. Feedback

March 4

Tour-visitation
Weyerhaeuser

March 6

Tour-visitation
Presteel Corporation

March 13

Tour-visitation
Reiche School

March 20 - Worksession

- a. Overview of tour
  Reiche School
- b. Summarization - National Workshop on Career Education
- c. Group reactions
  Presteel Corporation
  Weyerhaeuser
- d. Individual development implications for education
- e. Concepts of evaluation session
- d. Post-test

March 25 - Evaluation Session

a. Post-test
b. Career terms
    Prioritize by grade level
c. Educational recommendations
    Group development
d. Institute evaluation
    Individual and group reaction

EVALUATION OF THE CAREER GUIDANCE INSTITUTE

From the outset, it was planned to evaluate the Institute in a variety of ways. These include:

1. Administration of a Pre-Test and a Post-Test (Appendix C) to all participants and to analyze the results.
2. Utilization of a feedback device (Appendix C) to ascertain relevance of worksessions and achievement of institute goals.
3. An informal discussion of the strengths and weaknesses of the Career Guidance Institute by participants, business representatives, and staff at the last worksession.
4. Informal appraisal by the project staff. Some highlights of the appraisal are:

PRE-TEST AND POST-TEST:

The Pre-Test and Post-Test (Appendix H) were designed to determine achievement of Institute objectives. Responses on a 0-10 rating scale were not designed to be used for statistical comparisons but to serve as indications of general change in attitude, knowledge and understandings. The results, as shown on the "Pre-Test - Post-Test Profile" reveal a positive growth on all 19 assessment items.

PRE-POST TEST PROFILE

reer Guidance Institute - 1974-75
uth Portland School System
uth Portland, Maine 04106

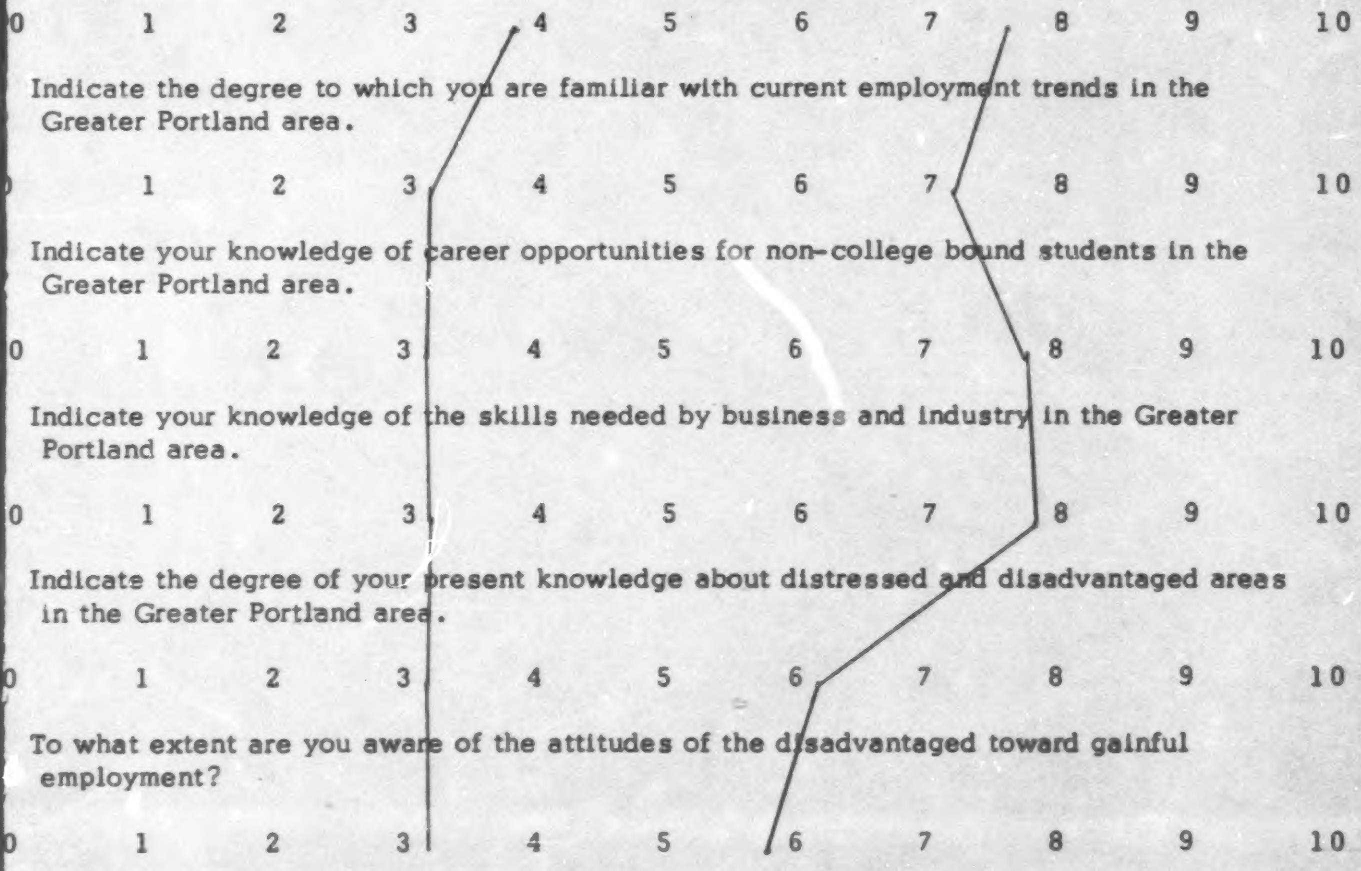
PRE-POST TEST QUESTIONNARIE

is institute is designed to help you increase your knowledge regarding careers and reer opportunities and to improve communication between educators, businessmen, and e community. Listed below are questions related to areas which will be discussed during e activities of the institute. You are being asked to complete this questionnaire in order at some evaluation of these activities may be made.

ch question or statement is followed by a ten-point rating scale. Read each question d circle the number on the scale which most nearly corresponds to your own assessment your present degree of knowledge, understanding, skill, or attitude referred to in the estion.

How would you rate your present degree of knowledge of business and industry in the Greater Portland area?

PRE-TEST - 10/74 POST-TEST - 3/75



0 1 2 3 4 5 6 7 8 9 10

Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

Indicate your knowledge of the skills needed by business and industry in the Greater Portland area.

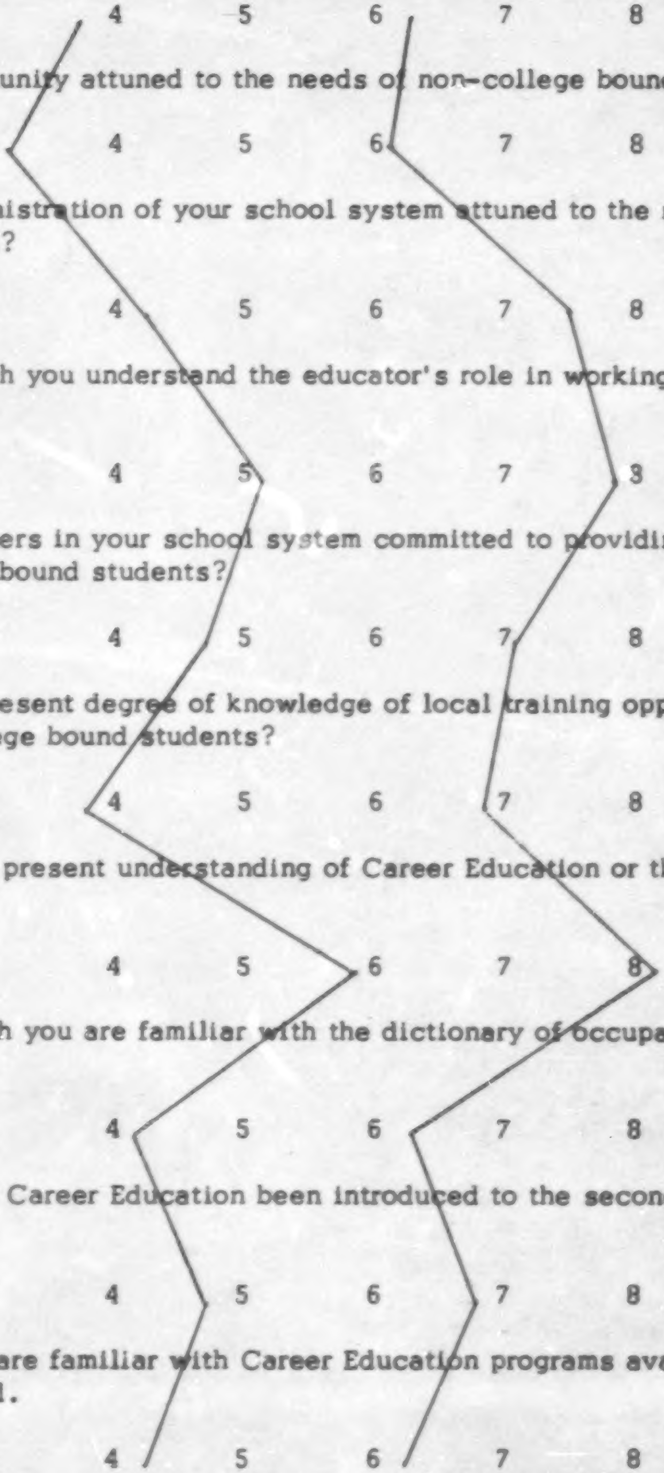
0 1 2 3 4 5 6 7 8 9 10

Indicate the degree of your present knowledge about distressed and disadvantaged areas in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

To what extent are you aware of the attitudes of the disadvantaged toward gainful employment?

0 1 2 3 4 5 6 7 8 9 10



7 To what extent are you aware of the attitude of employers toward employment of the disadvantaged?

0 1 2 3 4 5 6 7 8 9 10

8 To what extent is the community attuned to the needs of non-college bound student?

0 1 2 3 4 5 6 7 8 9 10

9) To what extent is the administration of your school system attuned to the needs of the non-college bound student?

0 1 2 3 4 5 6 7 8 9 10

0 Indicate the degree to which you understand the educator's role in working with non-college bound youth.

1 2 3 4 5 6 7 8 9 10

. To what extent are the teachers in your school system committed to providing relevant education for non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

2. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

3. Indicate the degree of your present understanding of Career Education or the Career Education concept.

1 2 3 4 5 6 7 8 9 10

. Indicate the degree to which you are familiar with the dictionary of occupational titles and career clusters.

0 1 2 3 4 5 6 7 8 9 10

. Indicate to what extent has Career Education been introduced to the secondary classes in your school system.

0 1 2 3 4 5 6 7 8 9 10

5. Indicate to what extent you are familiar with Career Education programs available in the schools of Greater Portland.

1 2 3 4 5 6 7 8 9 10

17. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.

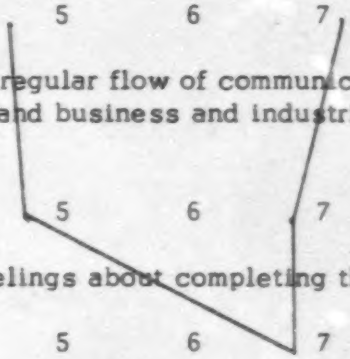
0 1 2 3 4 5 6 7 8 9 10

18. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

19. Indicate the degree of your positive feelings about completing this questionnaire.

0 1 2 3 4 5 6 7 8 9 10



FEEDBACK EVALUATIONS:

Feedback Evaluations (Appendix C) were designed for each worksession and used to determine understang of material presented and to solicit comments regarding the worksession, how to imporve it, and what the participants gained from the session. In all 12 worksessions were held. Participant reaction to content and instructional techniques was indicated by agreement to strong agreement on each item asked.

The comments regarding improvement of tours and worksessions were taken into consideration by the project staff and when feasible and consistent with Institute goals, were implemented.

Major items mentioned were:

More time for questions
Utilization of small groups
More contact with employees
Shorten worksession
Bring company representative to worksessions
More student participation
Focusing tours on entry level jobs
Discussion relating to attitude development
Relate tours to resource packets
More emphasis on job opportunities, advancement, etc.

A second aspect of feedback was concerned with:

What Specific New Knowledges Did You Gain From Your Tour and Worksession? A sampling of responses was:

> Attitude is the most important thing that employees are looking for. (2) Business letters and English are also on the top of the list. (3) If a person is willing to work, if he is willing to learn - then the employee is willing to put in the time and the money to train him.

I was very interested the W. H. Nichols only produces two items. Also the worksheet rating the 10 job ratings proved quite interesting. A follow-up of employees opinoins would be of interest.

I'm learning how to pin down personnel managers to answer questions and not to allow them to be evasive. Maybe I'm getting to be more tenatious.

I learned about a new occupation that I never knew existed.

Attitudes play a tremendcus degree on the part of the employee.

New teacher performance standards. Math is badly needed for business. Conditions on most jobs are good to excellent. Companies like to promote from within.

Vocabulary-needs for growth of Osteopathic Hospital.

There seems to be a great deal of enthusiastic employees (on the surface anyway) in most companies.

I am learning that employers and educators share similar goals and demands of young people.

Feel a better understanding of behavioral objective.

I have learned so much that it is difficult to list everything in this space. Some examples are - a better general understanding of the careers available in the Portland area.

I question whether or not we are doing an adequate job of preparing students to work together in class activities. So often in visiting we have found the importance of one worker to another in completing work successfully.

Changing materials of work - need for adaptability in students - attitudinal development emphasis - production of goods and services not known before.

Better understanding of job opportunities. More convinced that we better do a better job of basic academic skills and development of attitudes.

I found that the employers, on the tours we had been on, have little use for highly skilled or intelligent people.

What is actually needed from the school system. Problems of the high school students who step right into jobs.

Don't think I realized the extent to which students have poor attitudes in employment.

Tension in industry due to competition.

Respect for all people in all jobs.

Go to a visitation at another type of work to learn and seek to understand different hopes (or jobs) for different folks = democracy. What makes teachers think they would qualify for some of these jobs - sometimes we are not the kind of persons they would like to be like either - or turn about is fair play - Good Lord! That's a teacher!?

To be as proud to be a teacher as Chief McGouldrick is to be a member of the Fire Dept. A gun does not make a policeman a human.

More awareness of various employments.

More aware of conditions and requirements for specific areas.

I think our oral sessions give insight to things we may have forgotten and maybe weren't aware of.

Your doing a good job! The wheels are beginning to turn!!! (in my head)

Have seen a variety of skills and working tools that I had not seen before.

Being new to the area, the tours and worksessions have been a great help to know the community and the people. The tours give a great insight to what goes on behind the doors of the various areas.

Limitations in local openings and opportunities for advancement.

Specifics of weaknesses in applicants, particularly attitudionally. Was impressed with sensitivity and awareness of employers to problems of non-college bound students.

Some more facets of how inflation is affecting people, jobs, etc. More awareness of requirements for jobs.

Enjoyed the tours - more insight on what other people are doing. I consider this an opportunity to see other people at work - many of us don't realize what some of our kids folks are doing for work, or what is in store for them after school

I knew very little about careers and industrial opportunities in the Portland Area since I have lived in the area a relatively short time. I find it helps in making students aware of opportunities in their own geometric area.

I learned how actual jobs tie in with career clusters.

A better underseanding of the scope of employment opportunity.

Attitude of business toward education, Hiring procedures. What industry is looking for in future workers.

A third aspect of feedback provided for General Comments on each tour or worksession. A sampling of responses was:

I enjoyed today's session - especially filling in the sheet on what people want most out of their jobs. Find it interesting breaking up into groups and discussing them.

We have been discussing the tours in several of my classes and the students seem very interested. Attitude in business is hard for students to understand.

Today's activities were interesting and instructive, but too long for the time provided - hence frustrating. (Perhaps this in itself is a good lesson for teachers)

As with other visits, I continue to gain a great appreciation of teaching as a career.

Again I would ask for more conversation in relation to our tours rather than the multitude of outside information that takes up most of the class time. It seems we have many loose ends. Even though I can distinguish with the front part of the sheet as to my personal knowledge of specific questions, I still feel confused when it comes to what we should be gearing our attention to on educational implications of this course.

The people have been very cooperative and the tours have been informative and pleasant. I enjoyed the group work in the get-together wrap-up session.

There is a point of saturation - there are too many of the same operations with terminology, needs, and interests that are similar.

I am enjoying the course and the tours.

Holiday Inn was the best/most informative yet. Osteopathic Hospital was (One) doctor's views and not an overview of health occupations/education.

Very disappointing. Also I do not like being read to -- I can read the handouts myself.

These tours provide a good general education regarding that "third environment". It is not the specific information that is valuable to me so much as the background picture of the business or industry. As a teacher, I expect to be more realistic in the classroom and to make my teaching more practical.

I have enjoyed learning about industry in this area and the communication developing between industry and educators. I feel the educational system must become more career oriented and make education relevant to the everyday (work day) of most of us.

The tours were both very interesting. The tour to Noyes seemed to be the best organized. It took a few minutes to figure out how each part of the shoe operation fitted in, but both taught a lot.

I have discussed each tour with my classes. The students seem very interested in the world of work. I can see at the seventh grade level, that in the future we (society) are going to have a real problem with attitude!

The CGI has been both educational and enjoyable. I have found that much of what I have learned has been material which I can put to practical use. The people involved have been interesting, informative, and most cooperative.

The tours and work sessions are making one realize how inaffective we are at hitting the real human needs in homes and at school.

Keep up the good work!

I'm learning a great deal about the world of work. The tours have been organized well and are interesting.

The fact that kids don't understand the basic principle of the free enterprise system bothers me a good deal.

The course is getting livelier and thus more exciting. I am glad to be involved but not at my arrival after school to this area of another school.

Very satisfied with tours and worksessions.

Attitude is very important. Am looking at the whole spectrum of careers much more seriously than before!

The negative feeling about job prospects made me wonder - why bother? As was mentioned during the work session - the poor attitudes shown by many job seekers was blamed in part on the schools. This makes me angry!

Have been able to implement more detail in a classroom. Children are becoming more aware of the world of work and can express their feeling about this also.

I am happy I took the course and am willing to learn about world of work (it is generalized that we teachers do not understand the real world). I think whoever makes this generalization forgets that some of us married someone outside the teaching profession, or that we may have worked for 2 years or more as a chemist where one worked with objects and not people.

The tours have been very interesting and most enjoyable.

There is a value to C.G.I. - parts of today's lecture on U.S.A. for example and tours to places never before visited - should be again more small group work.

Impressed with the workshop to this point.

I wish more teachers would become involved. There is so much we need to know about the community and the employers of our students (and our neighbors).

EVALUATION BY DISCUSSION

Feedback provided the Institute staff with continous input from participants. In addition, an opportunity was provided at the last worksession for specific recommendations concerning strengths and weaknesses of the Career Guidance Institute. Participants were asked to react to the following question:

> "If another Career Guidance Institute were to be held, what changes, or recommendations, would you make to planners, directors or coordinators?"

Major recommendations were:

1. Visit post-secondary institutions in the local area and identify potential educational opportunities.
2. Identify and visit alternative service agencies available to students, the disadvantaged and for drop-out.
3. Utilize speakers from other learning options, ie: apprenticeship, employment security commission, in plant training.
4. Later school visitations, ie: secondary into elementary.
5. Explore careers for handicapped.
6. More parent involvement.
7. Develop alternate scheduling. Vary day of week.
8. Greater exploration of Government and public service job opportunities.
9. Involve students who are not college bound.

APPRAISAL BY THE PROJECT STAFF

The Institute staff was involved in all worksessions and tour-visitations. In doing so, the staff had an opportunity to evaluate the program as it envolved. Observations are:

1. Grouping of participants into elementary and secondary provided a basis for planning Institute experiences which could be related directly to the educational setting.
2. Participants quickly recognized and accepted the thrust of the Institute.
3. Once introduced to the business scene and into communications with the business community, enthusiasm for the project grew markedly among the majority of participants.
4. The business community was warm and courteous in their reception to participants and enthusiasm for the Institute and its goals.
5. Participants liked group activity and this area of the worksession should be expanded.
6. Consideration should be given to restructuring another Institute. Small group tours could be utilized with monthly reports to all participants individualized visitation also holds promise.

CONTRIBUTIONS AND RECOMMENDATIONS

The Career Guidance Institute was conceived as an in-service educational activity for educators in the South Portland Public Schools and was designed to enhance their exemplary Career Education Program. At the final work-session, each participant was asked to review a list of "Career Terms" which was complied during the work sessions and to indicate the grade level at which the term should be introduced into the schools curriculum. Appendix E shows how the terms were prioritized according to the following categories: primary K-2, elementary 3-6, junior high 7-9. and senior high 10-12. It is recommended that teachers utilize these to make their content and experiences more relevant to the world of work. In addition the list provides a basis for the Career Education dimension within the revised English curricular, a 1974-75 Career Ed project priority.

A major contribution can be summed up in the remarks of one participant: "I think it has made some teachers think relovancy and accountability. A realization that many students do survive without taking college courses. What steps are we taking in preparing students for the world of work?".

In addition to its contribution to the Career Education Program, specific implications for education were identified (Appendix F) and summary of recommendations made for consideration by the South Portland School Department. They are:

1. Greater emphasis in all areas on development of a positive attitude, emphasis on values, self discipline ethical behavior and acceptance of responsibilities.
2. Provide experience in development of job application and interviewing skills.

3. Provide workshops and orientation for all teachers in the area of value clarification.
4. Involvement of students in industry-tour visitations.
5. More emphasis on communication skills.
6. Development of human relation skills in individual or group courses or activities.
7. Consideration of mini-course in "How to Succeed in The World of Work".
8. Make greater use of business-industry resources and personnel in educational activities.

GENERAL CONCLUSIONS

Institute goals and objectives were met in a variety of ways:

1. Tour-visitations provided an interface of the business and educational communities.
2. The Pre-Post Test indicated growth in attitudes knowledges and understandings.
3. Volume #2 - "Career Opportunities in Greater Portland, Maine - Visitation Notes And Info" was developed for use by teachers, counselors, and students.
4. Resource materials were added to the Career Resource Centers of the South Portland Public Schools.
5. Additional business-industrial personnel were added to those willing to serve as resource persons for educational purposes.
6. Participant awareness of local business-industry and its implications for the Career Education Program were identified.
7. A listing of Career Terms was developed and prioritized for usage in the educational program.
8. Educational needs were identified and recommendations made to local school authorities.
9. The Career Guidance Institute model, developed in 1974, was refined and tested as to its effectivness as an inservice technique for educational purposes.

BUSINESS-INDUSTRY VISITATION PARTICIPANTS

In order to provide relevance to the Career Education Program, career clusters as identified by the United States Office of Education provided the basis for tour-visitations.

In selection of business-industry participants, consideration was given to the curriculum materials currently used in the South Portland Public Schools and an attempt made to match visitations and careers to these materials.

The following were visited by workshop participants. Individuals named served as contacts and resource personnel for the Institute.

TRANSPORTATION

Bureau of Waterways
  Edward Langlois, Director
Portland Pipeline
  Wallace McGreen, Vice President

MANUFACTURING

American Hoist and Derrick Company
  John A. Baird, President
Weyerhaeuser Company
  Robert Parent, General Manager
S. D. Warren Company
  Russell R. Day, Director Manpower Development
Sebago Shoe Inc.
  John Marshall, Vice President - General Manager
Presteel Corporation
  William Moio, General Manager
Burnham & Morrill Company
  William Bush, Personnel Manager
W. H. Nichols Company
  Herbert Carmichael, Personnel Manager
Noyes Tire Company
  John Meredith, Personnel Manager

CONSTRUCTION

Imperial Homes
  James F. Maguire, President
Bluerock Industries
  Robert Nunley, General Manager

HEALTH

Blue Cross and Blue Shield
  Russell D. Bonney, Personnel Manager
Osteopathic Hospital
  John Fecteau, Executive Director

PUBLIC SERVICE

Howard Reiche School
  Richard McGarvey, Principal
South Portland Police Department
  Thomas J. Carmody, Community Relations Officer
South Portland Fire Department
  Pilip D. McGouldrick, Chief
Portland Post Office and Federal Building
  John M. Kelley, Manager Retail Sales and Service

MARKETING AND DISTRIBUTION

Emery Waterhouse Company
  Joan Conover, Personnel Manager
Hannaford Brothers Company
  David Dillman, Personnel Manager

HOSPITALITY AND RECREATION

Holiday Inn Downtown
  Gustave Tillman, General Manager

INSTITUTE WORKSHOP PARTICIPANTS

Cathy M. Aikins, Student, South Portland High School

Jean I. Beaudreau, Parent

Rachel Beckford, Student, South Portland High School

Elizabeth P. Braley, Elementary Teacher, Lincoln School

Nancy Carroll, Elementary Teacher, Lincoln School

Eileen Connolly, Parent

Eileen Cullinan, Elementary Teacher, Redbank School

Linda Eastman, Parent

Michael Eastman, Elementary Principal, Lincoln School

Donna Federico, Student, South Portland High School

Molly Foster, Parent

Rita Huntley, Elementary Teacher, Skillin School

Elizabeth Knowlon, Teacher of Social Studies, Mahoney Junior High School

Blanche Mack, Career Education Resource Center Aide, South Portland High School

Ruth McLellan, Elementary Teacher, Small School

Carlene Mooney, Elementary Teacher, Redbank School

Colleen Norton, Elementary Teacher, Small School

Bonnie Philbrick, Home Economics Teacher, South Portland High School

Sandra Pilisbury, Elementary Teacher, Lincoln School

Ruth Roberts, Elementary Career Education Coordinator

Cindy Sanborn, Career Education Resource Aide, Mahoney Junior High School

Rosemary Skillin, Parent

Beverly Theriault, English Teacher, Mahoney Junior High School

Patricia Akerley, Teacher Aide, South Portland High School

Pamela Beal, English Teacher, Mahoney Junior High School

Robert Burbank, Graphic Arts Teacher, South Portland High School

Linda Carr, Math Teacher, Mahoney Junior High School

John Chapin, Social Studies Teacher, South Portland High School

Claire Chase, French and German Teacher, Mahoney Junior High School

Mary Cruise, English Career Education Coordinator

Martha Foster, Home Economics Teacher, Memorial Junior Junior High School

John Gailey, Assistant Principal, Memorial Junior High School

Ann Gilmore, Guidance Dirrector, South Portland High School

Arthur Giroux, Math Teacher, South Portland High School

Elizabeth Hascall, Commercial Teacher, South Portland High School

Sandra Jones, Career Education Resource Aide, Memorial Junior High School

John Kennett, Social Studies Teacher, South Portland High School

David Lawrence, Student, Memorial Junior High School

Carlton Miller, Business Education Department Chairman, South Portland High School

Maxine Morris, Social Studies Teacher, Memorial Junior High School

William O'Gara, Social Studies Teacher, Mahoney Junior High School

James O'Reilly, Social Studies Teacher, Mahoney Junior High School

Gertrude Parker, Guidance Teacher, Memorial Junior High School

Marshall Sawtelle, Commercial Teacher, South Portland High School

David Scribner, Science Teacher, Mahoney Junior High School

Terry Sotiriou, Secondary Career Education Coordinator

Jane Swett, Student, Memorial Junior High School

Keith Thompson, Principal, South Portland High School

Arthur Tordoff, Social Studies Teacher, South Portland High School

Michael Towle, Social Studies Teacher, Mahoney Junior High School

Linda Warden, Student, South Portland High School

Elizabeth Wildes, Student, South Portland High School

Sarah Wright, English Career Education Coordinator

INSTITUTE STAFF

Arthur O. Berry, Director, Vocational Technical Education, University of Maine at Portland-Gorham, Gorham

Frederick E. Freise, Assistant Director, REVAMP, South Portland School System

ADVISORY BOARD

DIRECTOR: George H. MacLeod

ASSISTANT DIRECTOR: Frederick E. Freise

ELEMENTARY TEACHER: Carolyn Corcoran, Director
Curriculum and Instruction
Memorial Junior High School

SECONDARY TEACHER: Carl Miller, Department Chairman
Business Education
South Portland High School

REPRESENTATIVES:

UMPG
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Placement Director
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Portland, Maine 04103

SMVTI
Joseph DeCourcey
Dean of Students
Fort Road
South Portland, Maine 04106

Student
Mary Lou Santerre
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South Portland, Maine 04106

Parent
Carolyn Murphy, Manager
Casco Bank
Cape Elizabeth, Maine 04107

CIVIC GROUP: James Doughty, Vice President and Treasurer
Blake, Hall and Sprague Insurance Co.
22 Cottege Road
South Portland, Maine 04106

LABOR: Allen P. St Pierre, Business Representative for International Association of Machinists
12 Eighth Street
South Portland, Maine (SP & CE Rotary)

Thomas Curtis, Director, Manpower Training
Associated General Contractors of Maine
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Augusta, Maine 04330

BUSINESS: Diane Boissonneault, Administrative Supervisor, Affirmative Action
1380 Riverside Street
Portland, Maine 04103

John Baird, President
American Hoist and Derrick Company
1248 Broadway
South Portland, Maine 04106

APPENDIX

APPENDIX A

INFORMATION DESIRED FROM EMPLOYERS

Company structure

How are job openings made known?

Who is contact person for a job inquiry?

Employment application procedures

Application form

Testing and evaluation procedures

Kinds of jobs available

Career ladders

Opportunities for advancement

Evaluation of employees

Job descriptions

Brochures on company

Company benefits

Brochures on pay rates, schedules, incentives (tuition assistance)

Human resources available to education - What will industry or business supply?

Library resource materials (training films, etc.)

Potential summer employment for teachers

Academic and skill requirements of potential employees

Weakness you see in education

Hiring and practices regarding disadvantaged

Equal opportunity plan

Annual statement

How much profit made by company?

APPENDIX B

BUSINESS-INDUSTRY TOURS
Information Guide

1. Overview of Company Operations

   a. Briefly identify the main functions of your business or industry.

   b. Briefly discuss your company's future and its potential for growth.

2. Employment Needs and Requirements - General

   a. Describe the occupations which are found in your company.

   b. What are your recruitment and employment practices.

   c. Describe the minimum job requirements, wages, educational requirements for each occupational area.

   d. Explain how your employment applications are screened and any pre-employment tests used.

   e. Relate your employment requirements to the general understandings and basic skills of a secondary school graduate. What are strengths and weaknesses of the high school graduate?

3. Employment of Economically Disadvantaged

   a. Indicate the percentage of your employees who are from minority groups. Disadvantaged?

   b. Indicate how you recruit from high schools in disadvantaged areas. Discuss any employment advantages offered to those youth.

   c. Review your employment procedures and practices. Do they contain any elements which would be difficult for disadvantaged youth to meet? References, etc.

   d. Describe the present employment outlook for youth, in particular disadvantaged.
      1) In what areas do needs exist?
      2) Part-time jobs
      3) Future employment trends

   e. Relate potential job advancement to the disadvantaged.

4. Orientation and Training of New Employees

    a. Discuss orientation procedures for new employees.

    b. Discuss on-the-job training activities.

    c. Discuss incentives and other training programs for employee up-grading.

5. Articulation Between Business-Industry and Schools

    a. Discuss specific ways a counselor or teacher can assist high school graduates and/or dropouts to gain employment with your firm.

    b. Suggest provisions and procedures for continuing a meaningful relationship between counselors and your firm.

APPENDIX C

FEEDBACK INFO
WORKSESSION

Session #7 February 11, 1975

The following statements reflect some views about the work session. Please respond to these statements by circling the response which best reflects the extent to which you agree or disagree.

I. CONTENT

1. I understand the concept of competency bases teacher education. SA A U D SD
2. I can prepare a behavioral objective containing the three required parts. SA A U D SD
3. The visitation to Osteopathic Hospital and Holiday Inn gave me new insights into careers and career opportunities. SA A U D SD
4. The group discussion session clarified my understanding of career opportunities in the hospitality and health areas. SA A U D SD
5. I am more aware of the processes, procedures, and requirements related to employment. SA A U D SD
6. The tour and worksession provided insight into educational needs necessary for employment. SA A U D SD
7. The orientation to Weyerhaeuser and Richie School gave me an overview of the next tour and what to look for. SA A U D SD
8. The session was interesting enough to hold my attention. SA A U D SD

II. INSTRUCTION

1. Group involvement provided enthusiasm for the subject. SA A U D SD
2. The variety of approaches used provided for more participant involvement. SA A U D SD
3. The vocabulary used was confusing. SA A U D SD
4. Too much info was covered. SA A U D SD

III. How could the tours or worksession have been improved?

IV. What specific new knowledges did you gain from the tours and worksession?

V. COMMENTS:

South Portland Public Schools
Career Guidance Institute

Appendix D

VOCABULARY

Below are listed vocabulary words identified as relating to careers. Review the list and indicate the grade (1-12) that you think would be appropriate for inclusion in the curriculum.

Maine Human Rights Commission
Maine Employment Security Comm.
horizontal
verticle
gears
inter-dependence
scrap
preliminary
cross-train
OSHA
minimum age
tool and die
orbiting type motor
disc
commutating parts
rotational torque
stabilize
steam-tempering
induction-hardened
assembly room
turrit system
metric
manufacturing
brief
franchise
personnel
merchandise
facility
aptitude
safety
customer
differential
observation
inventory
advertisement
commercial
administration
specialist
competitor
raw material
utilized
habits
microfilm
gerotor

Personnel Manager
product engineer
chambers
combustion
general practice
osteopathic
internship
allopathic
therapist
orderlies
anesthesia
Executive Director
Board of Trustees
spelling
interest
self-confidence
appearance
portable salad bar
Executive Chef
micro-wave oven
deep freezers
flat-top stoves
Gaylord hood
electric skillet
port-buffet wagons
theme decorating
interior decorating
soup chef
banquet
buffet
bake, broil, fry, steam grill
menu
gratuity
suite
porter
wait/er, tress
bus boy
desk clerk
maid
cleanliness
description
growth
gauges
gerotons

pressure
contour grinding machine
energy
divorced (as used)
grinding
machine operator
on-the-job training
pride in work
scrap
shifts
probationary
raise
vocational training
tedious
promotion
shipping & receiving
turnover
payroll clerk
switchboard
flexible
volume
displacement
warehouse
cubic feet
monitor
quality control
management
attitude
maintenance
process
salary
plant
sophistication
employment
responsibility
pilferage
handicapped
conference
minimum
housekeeping
application
surveyer
gerolers
contour grinding

reer Guidance Institute -- 1974-75
uth Portland School System
uth Portland, Maine 04106

Appendix E

CAREER TERMS

At each Career Guidance Institute worksession participants were asked to identify terms related to careers. A master list of terms was developed, and each participant indicated the grade level at which a student should be exposed to the term. The listing below is a summarization of participant responses.

PRIMARY K-2

- scrap
- metric
- brief
- safety
- customer
- advertisement
- habits
- spelling
- interest
- self-confidence
- appearance
- menu
- waiter/waitress
- bus boy
- desk clerk
- maid
- cleanliness
- growth
- pride in work
- raise
- attitude
- salary
- patrol car
- fingerpring
- Officer Friendly
- ambulance
- equipment care
- "doughnuts"
- ladder truck
- uniform
- tanker
- fire inspection

ELEMENTARY 3-6

- horizontal
- vertical
- gears
- inter-dependance
- preliminary
- disc
- assembly room
- manufacturing
- franchise
- personnel
- merchandise
- facility
- aptitude
- differential
- observation
- inventory
- commercial
- administration
- specialist
- competitor
- raw material
- utilized
- microfilm
- chambers
- combustion
- general practice
- therapist
- orderlies
- anesthesia
- portable salad bar
- Executive Chef
- micro-wave oven
- deep freezers
- flat-top stoves
- Gaylord hood
- electric skillet
- port-buffet wagons
- theme decorating
- interior decorating
- soup chef
- banquet

- bake, brown, fry, steam grill
- gratuity
- suite
- porter
- description
- gauges
- pressure
- energy
- divorced (as used)
- grinding
- machine operator
- shifts
- probationary
- tedious
- promotion
- shipping and receiving
- turnover
- payroll clerk
- switchboard
- flexible
- volume
- warehouse
- cubic feet
- monitor
- quality control
- maintenance
- process
- plant
- sophistication
- employment
- handicapped
- conference
- minimum
- housekeeping
- application
- surveyer
- stock
- code number
- hourly employees
- mass production
- RN

milling machine
hydralic
displacement
tedious
valves & cylinders
equipment
linear movement
creating & transmitting information
valve pump
stock
code number
broaching machines
production output
hobbing section
heat treating
carbonizing
hourly employee
nitriting
key punch
tolerance (accuracy)
mass production
R.N.
LPN
cardiac
intensive
inhalation
malfunction
diagnosis
skeletal
manipulation
flow chart
clinical & office occupations
machine sewn
brand names
cylindrical
retread
vulcanize
design molds
"scorches"
specifications
employee benefit package
firing range
patrol car
Youth Aid Bureau of Dept.
retail
wharf
"black gold"
dikes
probationary
sprocket
volume of fluid
partial vaccuum
industrial earth moving
torque
generalist
conamatics
recycle
secruity area
tolerance
economic slump
non-union
stock appreciation
data
oxidation
quenching
administrative position
customer relations
inter-dependent
function room
pulvarize
hoist
conveyor belt
packing room
end of run
raw material
piece work
union shop
turn-over
manual dexterity
pattern
hand crafted
embossing
cured
hot shop
extruder
casing
"rubber tree"
hand labor
fingerprint
Officer Friendly
ambulance
equipment care
distribution
bumpers
lead lines
sauna
transmitting
linkage
revolution
apprentice
truck bay
rotary motion
deburring machines
"doughnuts"
executive
defective
credit
efficient
production line
hard-hat area
pension
salaried worker
accident rate
transcribing
researchers
entry-level
chambermaid
sterilization
vat
pallet
labeling
retourt
finished product
die making
non-union shop
overtime/ time and ½
stamina
cobbler
upper leathers
buffing
casing
checkpoint
rubber milling
"sets up"
percentage
expansion plans
nozzle gun
dispatcher
ladder truck
uniform
equity
cruid oil
tanker
fire inspection

Elementary cont'd. 3-6

- cardiac
- intensive
- inhalation
- malfunction
- diognosis
- skeletal
- machine sewn
- brand names
- cylindrical
- retread
- design molds
- firing range
- Youth Aid Bureau or Department
- wharf
- "black gold"
- dikes
- probationary
- recycle
- security area
- tolerance
- economic slump
- data
- function room
- pulvarize
- conveyor belt
- packing room
- end of run
- raw material
- piece work
- pattern
- hand crafted
- embossing
- cured
- hot-shop
- hand labor
- distribution
- bumpers
- sauna
- transmitting
- linkage
- revolution
- apprentice
- truck bay
- rotary motion
- executive
- defective
- credit
- efficient
- production line
- hard-hat area
- salaried worker
- accident rate
- researchers
- chambermaid
- sterilization
- vat
- pallet
- labeling
- finished product
- cobbler
- percentage
- dispatcher
- crude oil

JUNIOR HIGH 7-9

- Maine Human Rights Commission
- Maine Employment Security Commission
- cross-train
- OSHA
- minimum age
- tool and die
- orbiting type motor
- commutating parts
- rotational torque
- stabilize
- Personnel Manager
- product engineer
- osteopathic
- internship
- allopathic
- Executive Director
- Board of Trustees
- contour grinding machine
- on-the-job training
- vocational training
- displacement
- pilferage
- milling machine
- hydraulic
- displacement
- valves and cylinders
- linear movement
- creating & transmitting information
- valve pump
- production output
- key punch

JUNIOR HIGH cont'd. (7-9)

- tolerance (accuracy)
- manipulation
- flow chart
- clinical & office occupations
- vulcanize
- "scorches"
- specifications
- employee benefit package
- sprocket
- volume of fluid
- partial vaccuum
- industrial earth moving
- torque
- generalist
- non-union
- stock appreciation
- oxidation
- quenching
- administrative position
- customer relations
- inter-dependent
- hoist
- Union Shop
- turn-over
- manual dexterity
- extruder
- casing
- "rubber tree"
- lead lines
- deburring machines
- pension
- transcribing
- entry-level
- retourt
- die making
- non-union shop
- overtime/time and a half
- stamina
- upper leathers
- buffing
- casing
- checkpoint
- rubber milling
- "set-ups"
- expansion plans
- nozzle gun
- equity

SENIOR HIGH 10-12

- steam-tempering
- induction-hardened
- turrit system
- gerotor
- gerotons
- gerolers
- contour grinding
- broaching machines
- production output
- hobbing section
- heat treating
- carbonizing
- nitriting
- conamatics

APPENDIX F

Composite Listing
EDUCATIONAL NEEDS

Below are listed educational needs as indentified through business-industry tours, by speakers and by participants in the Career Guidance Institute:

Typing - office skills
Apperance - clothing for job
Develop self confidence
Spelling
Confidentiality stress
Self-starter
Getting along with people
Basic math - percentages
Punching time clocks
Stress to students - need for education
Provide more actual exposure to careers
Part-time try-out experience
Teachers serve as examples
Understanding of unions
Interviewing techniques
Establish realistic career goals
Involve parents in school
Make subjects relevant to careers
Common sense
Make academic courses relevant (This doesn't mean vocational)
Course in social living
Pride in one's self
Use business and industry more
Management-employee relations
Group dynamics
Oral expression
Honesty
How to apply for a job
Read and spell well
Self discipline (short-coming of new employees)
Decision-making skills
Know jobs and make application for specific job
Lack of discipline
Sense of responsibility
Willingness to work
Prepare youngsters to take oral exams
Attitudes
Human relation skills
Working as a team
Need skills to live in society
Absenteeism
Work habits
Part-time experiences
Reading skills
Math - basic and practical
Acceptance of responsibility
Employers' expectations
Communication skills
Obligations to employer
Trucking vocabulary
Articulation
Self confidence
Sense of humor
Role-playing roles to give actual involvement
Experience in making out job applications

APPENDIX G

GROUP PRESENTATION

Outline of Points to Cover

1. Describe purpose of company or organization

2. Describe your tour
   Where you started, areas or departments visited, and function of each.

3. Careers identified

4. Employment opportunities

5. Orientation, inhouse training, incentives

6. Educational needs of potential employees

7. Implications for education

APPENDIX H

PRE-TEST QUESTIONNAIRE

This institute is designed to help you increase your knowledge regarding careers and career opportunities and to improve communication between educators, businessmen, and the community. Listed below are questions related to areas which will be discussed during the activities of the institute. You are being asked to complete this questionnaire in order that some evaluation of these activities may be made.

Each question or statement is followed by a ten-point rating scale. Read each question and circle the number on the scale which most nearly corresponds to your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in the question.

1. How would you rate your present degree of knowledge of business and industry in the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

2. Indicate the degree to which you are familiar with current employment trends in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

3. Indicate your knowledge of career opportunities for non-college bound students in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

4. Indicate your knowledge of the skills needed by business and industry in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

5. Indicate the degree of your present knowledge about distressed and disadvantaged areas in the Greater Portland area.

0 1 2 3 4 5 6 7 8 9 10

6. To what extent are you aware of the attitudes of the disadvantaged toward gainful employment?

0 1 2 3 4 5 6 7 8 9 10

7. To what extent are you aware of the attitude of employers toward employment of the disadvantaged?

0 1 2 3 4 5 6 7 8 9 10

8. To what extent is the community attuned to the needs of non-college bound student?

0 1 2 3 4 5 6 7 8 9 10

9. To what extent is the administration of your school system attuned to the needs of the non-college bound student?

0 1 2 3 4 5 6 7 8 9 10

10. Indicate the degree to which you understand the educator's role in working with non-college bound youth.

0 1 2 3 4 5 6 7 8 9 10

11. To what extent are the teachers in your school system committed to providing relevant education for non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

12. How would you rate your present degree of knowledge of local training opportunities and programs for non-college bound students?

0 1 2 3 4 5 6 7 8 9 10

13. Indicate the degree of your present understanding of Career Education or The Career Education concept.

0 1 2 3 4 5 6 7 8 9 10

14. Indicate the degree to which you are familiar with the dictionary of occupational titles and Career Clusters.

0 1 2 3 4 5 6 7 8 9 10

15. Indicate to what extent has Career Education been introduced to the secondary classes in your school system.

0 1 2 3 4 5 6 7 8 9 10

16. Indicate to what extent you are familiar with Career Education programs available in the schools of Greater Portland.

0 1 2 3 4 5 6 7 8 9 10

17. Indicate the degree of your understanding of a realistic role for the guidance counselor in occupational or career guidance.

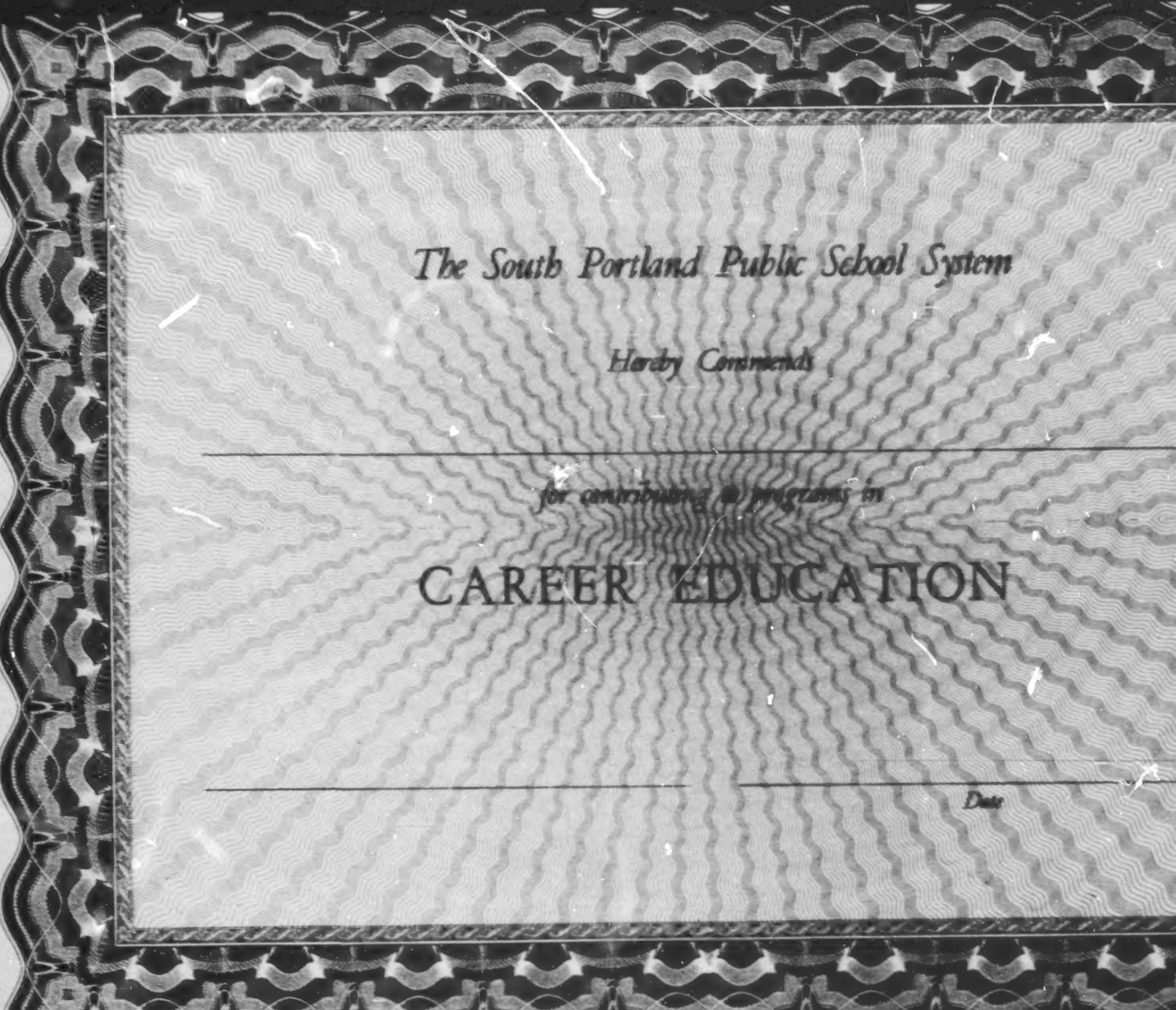
0 1 2 3 4 5 6 7 8 9 10

18. How would you rate the potential for a regular flow of communication between school administrators, teachers, counselors, and business and industrial personnel within the Greater Portland area?

0 1 2 3 4 5 6 7 8 9 10

19. Indicate the degree of your positive feeling about completing this questionnaire.

0 1 2 3 4 5 6 7 8 9 10



The South Portland Public School System

Hereby Commends

for contributing to programs in

CAREER EDUCATION

Date

The South Portland Public School System

Hereby Commends

____

for contributing to programs in

CAREER EDUCATION

_______________________ _______________________

Date

The South Portland Career Education Project

CAREER GUIDANCE INSTITUTE

Hereby Certifies that

____

has successfully completed the requirements for

IE. 530 PRACTICUM-VOCATIONAL GUIDANCE

Conducted by the University of Maine Portland-Gorham

______________________ ______________________
Date

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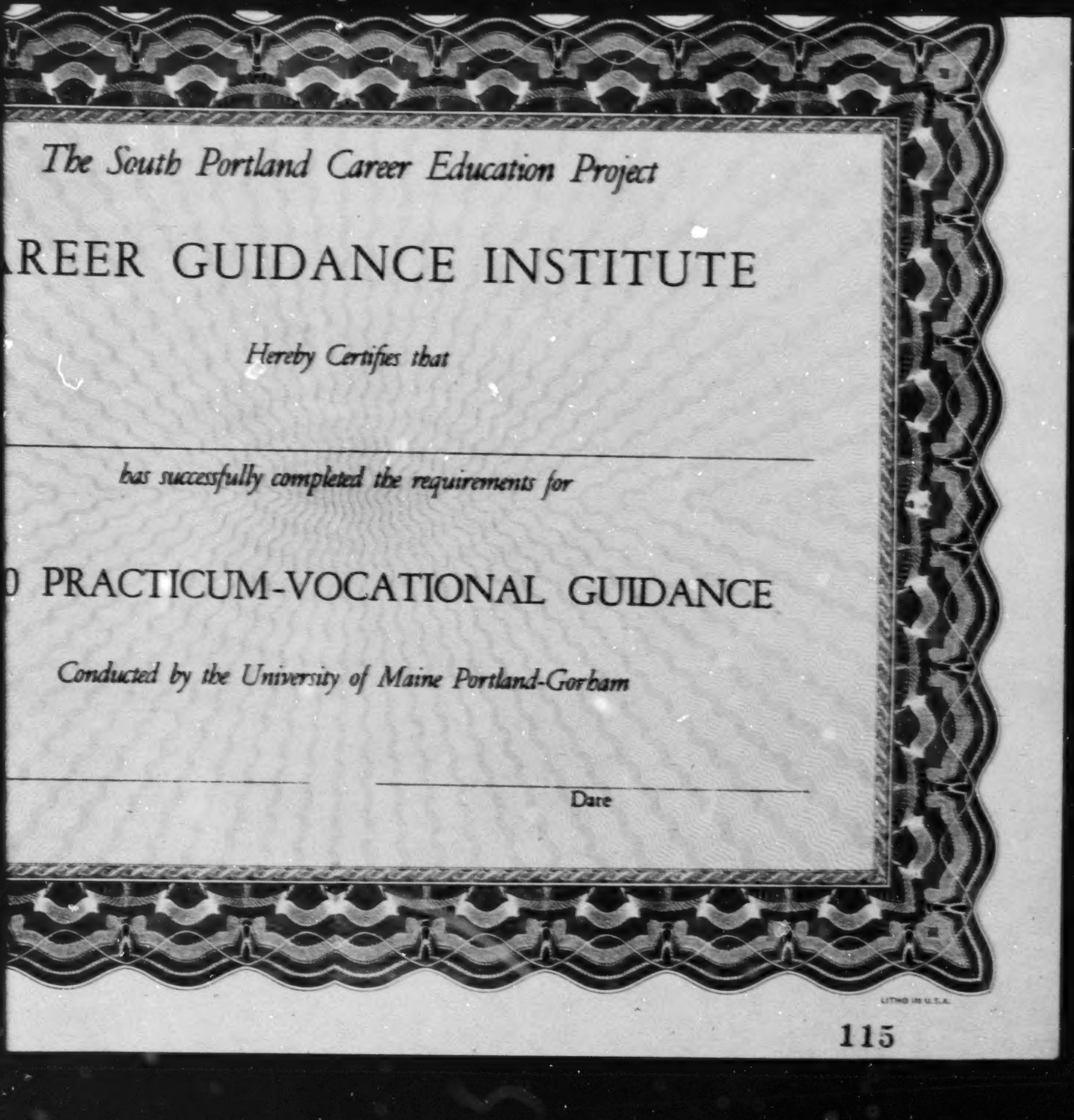

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Date

LITHO IN U.S.A.

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App. C

PROJECT REVAMP
CAREER EDUCATION
SOUTH PORTLAND, MAINE

A HUMAN RESOURCE DIRECTORY FOR TEACHER AND STUDENT USE

S SHADOWING
I INTERVIEWING
F FIELD TRIPS
T TALKS
E EDUCATIONAL MATERIALS
D DEMONSTRATIONS

1976

SIFTED: A RESOURCE DIRECTORY

This directory contains a list of career consultants, materials and agencies available to teachers and students involved in Career Education activities throughout the South Portland schools. Each name in the Index is keyed to an information card located in the Consultant Card File in each of the three secondary Career Guidance Centers.

CONTENT

The definitions of the letters S,I,F,T,E, and D appear on page 2.

The 15 career clusters designated by the United States Office of Education are found on page 3. Consultant cards are filed under these clusters. Four sample careers are listed for each job cluster.

The Index on page 4 lists the Career/Topic, cluster, last name of the consultant, and code letters for the SIFTED activities and materials.

Names of local, state and federal organizations and agencies, which provide personnel and materials for school use, are located on page 13. Addresses and telephone numbers of these agencies are located in the back of the card file under Organizations: Local, State and Federal.

PROCESS

Step 1: To find the resource person or information needed, locate the Career/Topic in the Index. Use the SIFTED code to identify the consultant who meets your need. Note both the name and the career cluster given.

Step 2: Use the consultant card file found in each secondary Career Guidance Center. Under the Career Cluster, locate the card for the consultant's name, title, company, address, telephone number, and SIFTED code. Additional information and restrictions may be recorded.

DEFINITIONS OF S I F T E D

The code letters S I F T E D are used as key letters in identifying resource people in the following areas of the Career Education Program:

Shadowing - offers a personal experience in career exploration. Individually or in small groups, students spend a full or half day observing a relative, friend or concerned individual at work. Volunteer work also provides a type of shadowing experience.

Interviewing - may be of two types. In one, a career consultant would answer student questions regarding his or her field of interest. The other enables students to experience a simulated job interview.

Field Trips - provide the opportunity for classes or small groups of students to become aware of community workers and career opportunities.

Talks - are given by resource speakers in the classroom. These presentations afford students the advantage of gaining knowledge about a specialized occupation or an area of interest.

Educational Materials - include audio-visual aids as well as information available from business and industry to supplement the offerings of the school curriculum.

Demonstrations - enable students to watch or participate as a craftsman simulates a particular skill.

THE ABOVE AREAS ARE REPORTED, DISCUSSED, AND DOCUMENTED BY TEACHERS OR STUDENTS.

LIST OF THE FIFTEEN OCCUPATIONAL CAREER CLUSTERS

1. Agribusiness and Natural Resources
   dairy farmer
   forest ranger
   horticulturist
   landscaper

2. Business and Office
   actuary
   cashier
   computer programmer
   stenographer

3. Communications and Media
   reporter
   editor
   radio station manager
   telephone operator

4. Construction
   engineer
   architect
   carpenter
   electrician

5. Consumer and Homemaking
   cook
   interior decorator
   consumer affairs advisor
   waiter

6. Environmental
   forester
   urban planner
   fish and game warden
   soil conservationist

7. Fine Arts and Humanities
   piano instructor
   potter
   museum curator
   actor

8. Health
   dentist
   doctor
   medical technologist
   licensed practical nurse

9. Hospitality and Recreation
   coach
   hotel/motel manager
   travel agent
   professional athlete

10. Manufacturing
    shipper
    quality control engineer
    tool and die maker
    sheet metal worker

11. Marine Science
    boat mechanic
    diver
    oceanographer
    fisherman

12. Marketing and Distribution
    retail merchandiser
    food transporter
    public relations worker
    advertising copywriter

13. Personal Services
    cosmetologist
    mortician
    pet shop owner
    barber

14. Public Service
    librarian
    postman
    teacher
    fireman

15. Transportation
    heavy equipment operator
    pilot
    bus driver
    truck mechanic

INDEX

Some careers could be listed in more than one cluster; however, the following designations have been made to the most obvious:

CAREER/TOPIC	CAREER CLUSTER	NAME	CODE S	I	F	T	E	D
Accounting	Business & Office	Gibbons	S					
		Johnson			F			
Actuary	Business & Office	Durland				T		
		Jensen				T		
Admissions/Ass't.Dir.	Public Service	Akerman		I	F			D
		Lenfest					E	
Admissions Director	Public Service	Hager						D
		Munsey						D
		Newman						
		Littlefield		I				
Advertising/Public Rel.	Communications&Media	Maxwell	S					
Airline/Personnel	Transportation	Carpenter			F			D
		Foley			F			D
Airport Operations Mgr.	Transportation	Rooney			F			
Air Traffic Controller	Transportation	Ryan	S					
Alumni Rep.	Public Service	Taylor						
Animal Grommer	Personal Service	Trefry						D
Appliances(small)Instr.	Public Service	Sevigny						D
Apprenticeship Prog.C.	Business & Office	Dyer				T	E	
Architect	Construction	Christopherson	S					
		Stevens						D
Armed Service-Air Force	Public Service	Chamberlain		I			E	D
Armed Service-Army	Public Service	Lee		I			E	D
Armed Service-C.Guard	Public Service	Harvey		I			E	D
		Riley	S					
		Smith	S					
Armed Service-Marines	Public Service	Gordon		I				D
Armed Service-Navy - (ASVAB) Ed.Testing	Public Service	Lefreniere			F	T	E	
Armed Service-Navy	Public Service	Alonso	S					
Armed Service-Navy	Public Service	Hager		I				D
		McIntyre		I				
		Parker		I				
		Thrower			F			
Art Museum/Ed.Curator	Fine Arts&Humanities	Robeson				T		
Art School Registrar	Fine Arts&Humanities	Gross			F		E	
Astrologist/director	Fine Arts&Humanities	Lowry				T		
Automotives/dealer	Marketing & Dist.	Pape	S					
Automotives/Instructor	Public Service	Johnson						D
Automotives/Painting & Body Repair	Transportation	Blanchard	S					
Automotives/Service Advisor	Transportation	Cleaves	S					
Aviation Instructor	Public Service	Kimball				T		

CAREER/TOPIC	CAREER CLUSTER	NAME	CODE S	I	F	T	E	D
Baker	Consumer&Homemaking	Jordan	S					
Banking:	Personal Service	Giddinge				T		
		Upton	S					
Ass't Personnel Mgr.	Personal Service	Dow		I	F			
Manager	Personal Service	Caterina				T	E	
Manager	Personal Service	Murphy		I	F		E	
Personnel	Personal Service	Barter						D
		Carroll						D
		Mulkern						D
		Reed		I	F			
		Lohmeyer		I				
		Allen			F	T		
		Pemberton		I				
		Whitney		I				
Personnel Interviewer	Personal Service	Parker		I				
Personnel Mgr.	Personal Service	Shortill		I	F			
		Geletka		I				
		Currier		I				
Public Relations	Personal Service	Lavenger			F	T		
		Warren				T		
Teller	Personal Service	McGovern	S					
Barber	Personal Service	Boudreau			F			
Beautician	Personal Service	Connolly	S					
		Hannaford	S					
		Sayward	S					
		Saleeby		I				D
Beautician/Owner	Personal Service	Pierre				T		
Blind Institution	Public Service	Boyle						D
		Bradbury						D
		Thompson						D
Building Const.Instr.	Construction	Lavigne						D
Carpenter	Construction	Bakker						D
		Jalbert	S					
Case Worker	Health	Jerome						
Cashier Trainer	Marketing & Distri.	Morton						D
City of S.Portland								
City Manager	Public Service	Stewart			F			
City Manager Assistant	Public Service	Dutton		I				
Personnel Manager	Public Service	Ireland			F			
Super. of Public Works	Public Service	Erskine				T		
Super. of Schools	Public Service	Seekins						
Cleaner/Rug	Consumer&Homemaking	Thompson		I				
Clergyman	Personal Service	Clark						D
		Onos						D
		Reny						D
Clown Club Coordinator	Fine Arts&Humanities	Ellis						D
Coach	Hospitality&Recreation	Freise				T		
		Kahill				T		
		Sullivan				T		
College Rep.(local)	Public Service	Martin						
Computer Parts/Per.Mgr:	Manufacturing	Gilmore		I	F			
Computer Parts/Plant M.	Manufacturing	Nigro		I	F			

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CAREER/TOPIC	CAREER CLUSTER	NAME	S	I	F	T	E	D
Computer Progr.Super.	Business & Office	Smith			F	T		
Consultant/Business	Business & Office	Manolakis		I		T		
Consumer Affairs Adv.	Consumer&Homemaking	Frosch			F			
Contractor	Construction	MacLeod	S					
		Maguire			F			
Contractor/Gen.Super.	Construction	Rhoda			F			
Counselor/CED	Public Service	Mader		I				
Counselor/Dean of Stu.	Public Service	DeCourcey		I				
Counselor/Vocational	Public Service	Cesario			F			
		Muzzy			F			
Craftsman	Fine Arts&Humanities	Kilgore						D
		Orcutt						D
Credit Counselor	Consumer&Homemaking	Brosnan				T		
Credit Union Mgr.	Business & Office	Hannah					E	
		Fowler				T	E	
Culinary Arts Instr.	Public Service	Brisse			F		E	D
Data Processor	Business & Office	Bearor	S					
Day Care Project	Public Service	Hagerty			F			
Dental Hygienist	Health	Linskey						D
		Vaughan						D
Dentist	Health	Despres	S					
		Hutchinson	S					
		Sahrbeck						D
		Estabrook						
Distributor/Appliances	Marketing&Distribution	Conover			F		E	
Distributor/food	Marketing & Distr.	Dillman				T		
Distributor/food	Marketing & Distr.	Topham			F			
		Sullivan		I		T		
Doctor	Health	Bellino						D
		Briggs			F			
Drafting Instructor	Public Service	Gabaree						D
Ecologist	Environmental	Bloomhagen						D
		Priest				T	E	
Educator/Asst. Dir.	Public Service	Kelly			F			
Educator/CED Dir.	Public Service	Mortensen			F		E	
Educator/Dir. of Ed.Ser	Public Service	Hymoff			F		E	
Educator/Director	Public Service	Young			F			
Educator/Principal	Public Service	Thompson	S					
Educator/Voc.Admin.	Public Service	Fehlau			F		E	
Electrician	Construction	Darling				T		D
Electrical Instructor	Public Service	McCarthy						D
Engines(small) Instr.	Public Service	Gray						D
Engineer/Civil	Construction	Banks		I	F			
		Haskell		I				D
Engineer/Instructor	Public Service	Marshall		I		T		
Engineer/Physics	Construction	Arbegast	S					
Engineering/Vice Pres.	Construction	Richardson				T		

CAREER/TOPIC	CAREER CLUSTER	NAME	CODE					
			S	I	F	T	E	D
Engineer	Construction	Langford						D
		Tupper				T		
Farmer	Agribusiness&Nat.Res.	Knight			F	T		
Farmer/Truck	Agribusiness&Nat.Res.	Maxwell			F			
Fashion Merchandising Instructor	Public Service	Brooks						D
		Cesario						D
Ferry Service/Pub.Rel.	Transportation	Bubier			F	T		
Fireman	Public Service	McGouldrick	S		F	T		D
Fire Technology Instr.	Public Service	Kitchen						D
Floor Coverer	Consumer&Homemaking	Daniels						D
Floral Designer	Fine Arts&Humanities	Goode						D
		Minott						D
Food Marketing Agent	Marketing& Distri.	Caterson			F			
		Thomas			F			D
Food Processor	Manufacturing	Bush		I				
		Conley	S					
		Pike			F			
		Tabor		I				
		Thomsen			F			
Forestry Specialist	Agribusiness&Nat.Res.	Bissell				T	E	
Furniture Repairman	Consumer&Homaking	Rowe						D
Furniture Touch-up	Consumer&Homaking	Woodworth						D
Game Warden Inspector	Environmental	Dyer						D
		Sarty	S			T		D
Heating&Air Cond.Instr.	Public Service	Flink						D
Heavy Equipment Prom.M.	Marketing & Distri.	Dionne			F			
Heavy Equipment Salesman (caterpillar)	Marketing& Distri.	Blackwood			F			
Horticulturist	Agribusiness&Nat.Res.	Mucci						D
Hospital:								
Administrator	Health	Ham			F		E	
Director	Health	Fecteau			F		E	
Dir.Operating Rm.Tech.	Health	Boulliard					E	
Dir.X-ray Technician	Health	Parsons						
Employee Education Dir.	Health	Sharpe			F		E	
Personnel	Health	Corinne		I				
Personnel Secretary	Health	Herbert		I				
Personnel Manager	Health	Bean		I				
		Huff		I	F			
		MacLeod		I	F			
Public Relations Dir.	Health	Cobb			F		E	
		Harris			F	T		
Hotel-Motel Adminis.	Hospitality & Rec.	Cowan	S					
Hotel-Motel Gen. Mgr.	Hospitality & Rec.	Tillman			F		E	
		D'Aoust			F			
Hotel-Motel/Public Rel.	Hospitality & Rec.	Street			F			

CAREER/TOPIC	CAREER CLUSTER	NAME	CODE					
			S	I	F	T	E	D
Insurance:								
Personnel	Personal Service	Andrews			F	T		
		Richards			F		E	
		Stauber				T		
Personnel Manager	Personal Service	Bonney		I		T		
Real Estate	Personal Service	York	S					
Special Agent	Personal Service	Shafto						
Supervisor	Personal Service	Crockett				T		
Training Coordinator	Personal Service	Cox			F	T		
Vice President	Personal Service	Doughty		I		T		D
Interior Decorator	Consumer&Homemaking	Daniels	S		F			
		Massey			F			
Interior Dec./Painter	Consumer &Homemaking	Mooney						D
Journalist	Communications&Media	Galbraith			F			
Judge	Public Service	Devine	S					
Law Enforcement/Instr.	Public Service	Gaines						D
Law School/Asst.Dean	Public Service	Julavits			F			
Lawyer	Personal Service	Davis				T		D
		Jones				T		
		Perkins	S					
		Thaxter						D
Legal Secretary Instr.	Public Service	Honan						D
Library/Director	Public Service	Alexander			F			
Library Techn.Instru.	Public Service	Agazarian				T		
Lobsterman	Marketing&Dist.	Muise						D
		Ricker						D
Machine Tool Instruc.	Manufacturing	Jewett						D
Manufacturer:								
General Manager	Manufacturing	Parent			F		E	
Office Manager	Manufacturing	Perry						D
Personnel	Manufacturing	Carmichael		I	F			D
		Hogan		I				
		Meredith		I	F	T		
		Polito		I	F	T		
		Prescott		I				
		Wescott			F	T		
		Wiberg		I	F			
Personnel Assistant	Manufacturing	Oxton		I				
		Hyde		I				
Personnel Manager	Manufacturing	Thomas			F			
Personnel Specialist	Manufacturing	Zimmerman		I				
President	Manufacturing	Baird		I	F			
		Pingree						
Public Relations Dir.	Manufacturing	Vanselow				T		
Vice President	Manufacturing	Marshall			F			

			CODE					
CAREER/TOPIC	CAREER CLUSTER	NAME	S	I	F	T	E	D
Marketing Research/ Analyst	Business & Office	Shaw						D
Meat Cutter	Consumer&Homemaking	Small				T		D
		Perry						
Mechanic	Transportation	Hill	S					
		Kimball	S		F			
		Tweedie	S					
Mechanic/Service Fore.	Transportation	Howe				T		
Mechanic/Service Mgr.	Transportation	Brown			F			
Medical Technologist	Health	Guinard		I		T		
		Doucette				T		
		Holmes				T		
Military Intelligence	Public Service	Kahill				T		
Model	Marketing & Dist.	Burke						D
Newspaper/Bus.Mgr.	Communications&Media	Houghton			F			
Newspaper/Editor	Communications&Media	McNabb				T		
Newspaper/Gen.Mgr.Asst.	Communications&Media	Marshall			F			
Newspaper/reporter	Communications&Media	Kimball				T		
		Saunders				T		
		Scott	S					
Nurse	Health	Dickson				T		
		Powers						D
		Withee			F			
Nursing Instructor	Public Service	O'Brien						D
Paper Industry Machinery/Mgr. of Manufacturing	Manufacturing	Butler		I				
Paper Manufacturer/ Manpower Developer	Manufacturing	Day			F	T		
Paper Manufacturer/ Public Relations	Manufacturing	Lowell			F	T	E	
Paper Manufacturer/ Personnel	Manufacturing	Purple				T		
Pet Shop Owner	Personal Service	Diamon	S					
Photographer	Fine Arts&Humanities	Simpson	S					
Physical Ed.Instruc.	Public Service	Jackson	S					
Physical Therapist	Health	Wicken						D
		Atwood		I				
		Hart	S					
Physical Therapy/Asst. Administrator Controller	Health	Ham			F			
Piano&Vocal Instruc.	Fine Arts&Humanities	Smith				T		
Pilot/(former)	Transportation	Boulos				T		
Pilot	Transportation	Sorensen				T		D

CAREER/TOPIC	CAREER CLUSTER	NAME	CODE					
			S	I	F	T	E	D
Pipe Line/Vice Pres.	Transportation	McGreen			F			
Plating/Personnel Mgr.	Manufacturing	Chetwynd		I				
Plumber	Personal Service	Caron			F			D
Policeman	Public Service	Kearns	S					
Policeman	Public Service	Libby	S					
Police/Personnel	Public Service	Learned				T		
Police/Pub.Relations D.	Public Service	Ridlon				T		
Police/Youth Aid Off.	Public Service	Amoroso			F			
		Costigan			F	T		D
Post Office	Public Service	Burkill			F			
		Kelley			F			
Potter	Fine Arts&Humanities	Adlerstein	S					
Power Co./Personnel D.	Public Service	Holt				T		
Probation Officer	Public Service	Parker	S					
Publisher/Newspaper Owner	Communications&Media	Foote			F			
Publisher/School Text	Communications&Media	Walch			F			
Quarry Industry	Construction	Goodwin		I				
Quarry Industry/Gen.Mg.	Construction	Nunley		I	F			
Radio Disc Jockey	Communications&Media	Brine				T		D
		Max				T		D
		Ryder				T		D
		Sebastian	S					
		Snyder						D
Radio Station Mgr.	Communications&Media	Dow			F			
Radio&TV Gen.Mgr.(Radio	Communications&Media	Crosby			F			
Radio&TV/TV News Reporter	Communications&Media	Silverbrand				T		
Radiologist	Health	Wright						
Railroad/Public Rel.	Transportation	Galvin			F	T		
		Peters			F			
Real Estate Agent	Personal Services	Boulos				T		
		Mezoian				T		D
Repairman/small engine	Consumer&Homemaking	Mullins						D
Repairman/T.V.	Consumer&Homemaking	Stackhouse						D
Research	Agribusiness&Nat.Res.	Larson			F			
Restaurant Manager	Hospitality & Rec.	Percival						D
		Priest		I				
Restaurant/Personnel	Hospitality & Rec.	Davis		I				
Retail Sales/Dept.Store	Marketing&Disbribution	Hunter		I				
Asst. Personnel Dir.		Hores		I				
Retail Sales/Dept.	Marketing & Dist.	Austin	S	I				
Store Personnel		Ivey			F			
Retail Sales/Dept.Store	Marketing & Dist.	Longway			F			
Retail Sales/Dept. Store Personnel Mgr.	Marketing & Dist.	Palmer		I				
Retail Sales/Food Store Manager	Marketing & Dist.	Patenaude		I		T		

CAREER/TOPIC	CAREER CLUSTER	NAME	CODE					
			S	I	F	T	E	D
Retail Sales/Oil Co. President	Marketing& Dist.	Harris				T		
Retail Sales/Paint Store Clerk	Marketing & Dist.	Driskell	S					
Sales Rep./Car-Truck	Marketing & Dist.	Harding				T		
Salesman/Heavy Equip.	Marketing & Dist.	Barr				T		
		Pettingill				T		D
Sales Rep/Office Equip.	Marketing & Dist.	Shaw				T		
Secretary	Business & Office	Adams						D
		Davis	S					
Sheet Metal/Fabricator	Manufacturing	McBrady			F			
Sheet Metal/Instructor	Public Service	Donovan						D
Ship Chandler	Marketing & Dist.	Roberts	S					
Shopping Center/Mall Manager	Marketing & Dist.	Gailey			F			
Siding Contractor	Construction	Bilodeau						D
Sign Painter	Fine Arts&Humanities	Fowler						D
Social Worker	Public Service	Kaningas	S					
Steel Worker	Manufacturing	Miles	S					
Stewardess	Transportation	Hamblet						D
Surveyor	Construction	Webber						D
Tax Consultant	Personal Service	Knipp				T	E	
Teacher	Public Service	Kahill				T		
Teacher-Elementary Curriculum Coord.	Public Service	Corcoran				T		
Technologist/Soil Inst.	Public Service	Churchill						D
Technologist/Wastewater	Environmental	Baker						D
Telephone/Education Coordinator	Communications&Media	Nash			F			D
Telephone/Personnel	Communications&Media	McDonald			F			
		Staszko				T		
Telephone/Public Rel.	Communications&Media	Walsh				T		
Ticket Agent	Hospitality & Rec.	Charles	S					
Travel/Domestic Mgr.	Hospitality & Rec.	Duffy						D
Trucking/Driver	Transportation	Bryant				T		D
Trucking/Mover	Transportation	Wildes	S					
Trucking/Office Mgr.	Transportation	Young			F	T		
Trucking/Rental	Transportation	Schairer				T		
Trucking/Terminal Mgr.	Transportation	Webber			F			
Vending Machine Agent/Food	Marketing & Dist.	Lano	S					
Veterinarian	Health	Pease				T		D

			CODE					
CAREER/TOPIC	CAREER CLUSTER	NAME	S	I	F	T	E	D
Veterinarian	Health	Robison						D
Water District/Admin.	Public Service	York	S					
Water District/ Personnel	Public Service	Lane		I				
Water District/Treas.	Public Service	Small			F			
Waterfowl Museum Dir.	Fine Arts&Humanities	Nason			F	T		
Weather Broadcaster	Communications&Media	O'Wril				T		
Welding/Instructor	Public Service	Shaw						D
Waterway Director	Transportation	Langlois			F			

LOCAL ORGANIZATIONS

Abilities and Goodwill

American Legion

Arthrities Foundation

Bakery and Confectionery Workers

Boy Scouts of America Pine Tree Council

Camp Fire Girls

Catherine Morrill Day Nursery

Cerebral Palsy Center

Community Counseling Center

Greater Portland Chamber of Commerce

Greater Portland Landmarks Incorporated

Human Relations Services (Diocesan)

Jewish Community Center

Junior Achievement of Greater Portland Incorporated

Junior Chamber of Commerce (Jaycees)

Kennebec Girl Scout Council Incorporated

Kiwanis

League of Women Voters of Portland Area

Lions Club

Maine Institution for the Blind

Maine Mall Businesses

Maine Medical Center

Maine Oil Dealers Association

LOCAL ORGANIZATIONS - (continued)

Maine State Grocers Association

Maine Truck Owners Association

Mercy Hospital

National Alliance of Businessmen

National Association of Accountants

Portland Boys' Club

Portland Public Library's Learners Advisory Service

Portland Shipping Association Incorporated

Prime Resource Center

Red Cross

Rotary Club

Salvation Army

Savings Bank Association of Maine

Senior Citizens Centers System

South Portland Board of Industry and Commerce

South Portland Boys' Club

South Portland Family Service Association

South Portland Public Health Nursing Association

Sweetser - Childrens Home

United Service Organization

Women's Literary Union

Young Men's Christian Association

Young Women's Christian Association

STATE AGENCIES

Associated General Contractors of Maine

Automobile Registration Bureau

Boys Training Center

Comprehensive Employment and Training Administration

Educational and Cultural Services Department

Engineering Societies in Maine

Environmental Protection Department

Fish and Wildlife Department

Forestry Department

Governor Baxter School for the Deaf

Human Services Department (Speakers Bureau)

Hospitality Associates of Maine

Maine State Museum

Manpower Affairs Department (Employment Security Comm.)

Probation and Parole Division

Southern Regional Alcoholism Council

State of Maine Courts

State Police

Transportation Department

RESOURCE PUBLICATIONS

Maine Buyers Guide

Maine Human Resources Index

FEDERAL AGENCIES

Agriculture Department

Armed Services

Commerce Department

Congressional Representatives

Courts (United States)

Custom Service

Defense Department

General Service Administration

Health, Education and Welfare Department

Internal Revenue Service

Justice Department

Labor Department

Postal Service

Social Security Administration

Transportation

Treasury

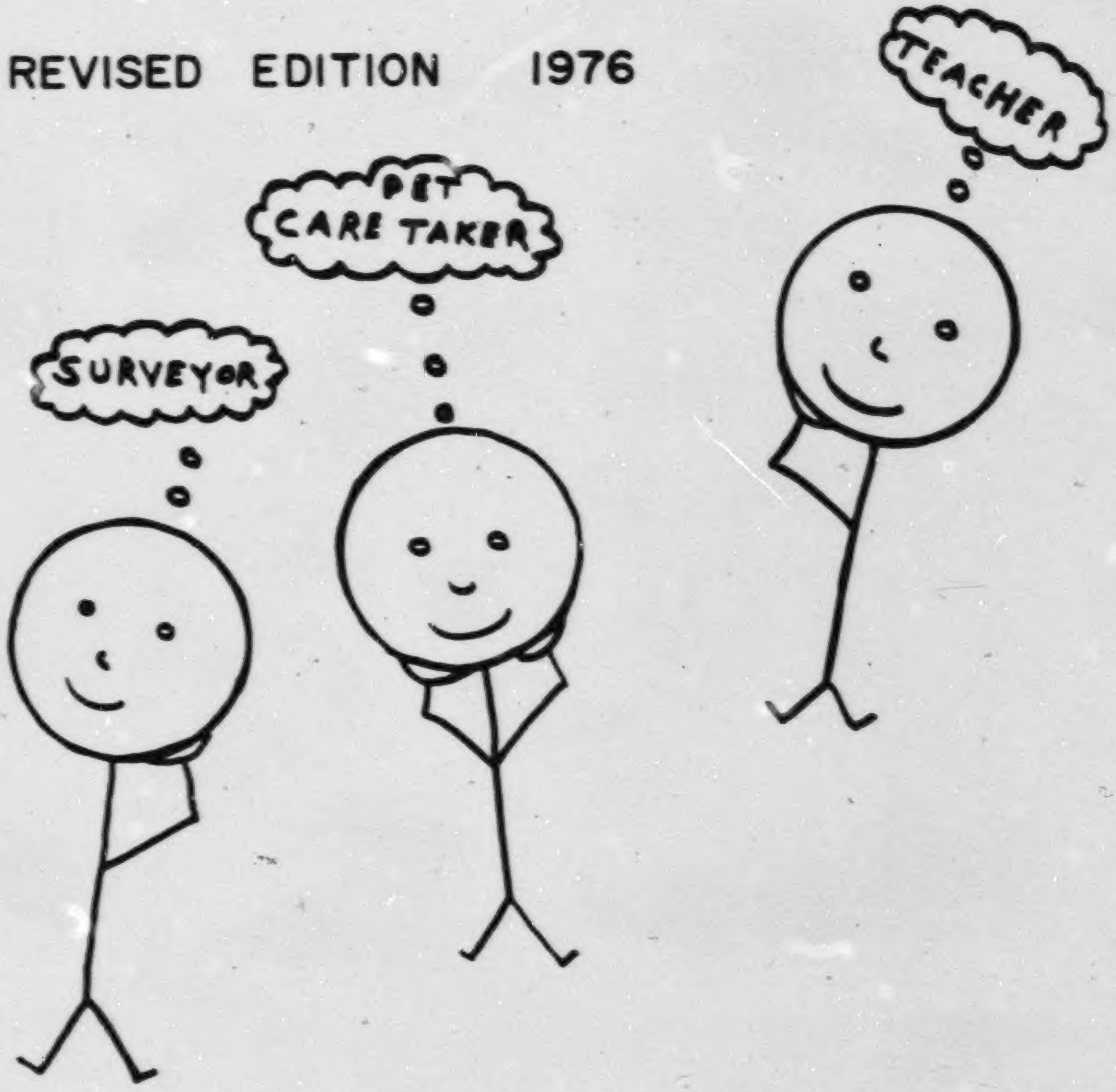
APP. D

CAREER EDUCATION

AWARENESS PROGRAM K-6

GUIDE FOR THE ELEMENTARY TEACHER

REVISED EDITION 1976


TEACHER
PET CARE TAKER
SURVEYOR

SOUTH PORTLAND SCHOOL DEPARTMENT

SOUTH PORTLAND, MAINE

Career Education

AWARENESS PROGRAM K - 6

Guide for the Elementary Teacher

Revised Edition 1976

Printed by Prime Resource Center Print Shop, Portland, Maine

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The project reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the Office of Education position or policy.

South Portland, Maine
1973-1976

AFFIRMATIVE ACTION STATEMENT

In keeping with federal and state guidelines, the South Portland School Department does not and will not discriminate on the basis of sex, race, color, religion, national origin, ancestry, age, or physical handicap, in the educational programs or activities which it operates, and is required by Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 and Title IX of the Educational Amendments of 1972 and Part 86 of Title 45, Code of Federal Regulations not to discriminate in such a manner.

The requirement not to discriminate in educational programs and activities extends to employment practices in the school system and to the admission and treatment of students.

To insure non-discriminatory practices and procedures, the South Portland Board of Education, with the assistance of an Affirmative Action Committee, is developing an Affirmative Action Plan and other compliance procedures.

It has also appointed an Affirmative Action Office to coordinate its efforts to comply with and carry out its policies and responsibilities regarding non-discrimination.

Inquiries concerning the application of Title VII, Title IX and Part 86 to the School Department should be addressed to the Affirmative Action Officer, Ralph W. Egers, Jr., Curriculum Office, South Portland School Department, 130 Wescott Road, South Portland, Maine 04106, telephone 775-6501.

FOREWORD

If a difference is to be made, it is the teachers who will make it -- Again, the teachers of South Portland have stepped forward with thoughtful and constructive change. This Teachers' Guide for Career Education, Awareness Program K - 6, reflects unstinting effort by the teachers and members of the supervisory staff serving on the committee. And, it reinforces our awareness of the tremendous source of creativity and dedication that has been drawn from the entire faculty -- creativity and dedication which will continue to build better programs for South Portland youth.

To all who have worked to make this Guide a reality, and, thereby, to point to new and better ways of developing a healthy self-awareness and an appreciation for the work ethic, I express appreciation.

JOHN I. SEEKINS, JR.
Superintendent of Schools

ACKNOWLEDGEMENTS

The implementation of Career Education could only be possible with the full support and encouragement of the South Portland Board of Education and John I. Seekins, Jr., Superintendent of Schools.

Special thanks are extended to the members of the Career Education Advisory Committee for giving freely of their time in order to provide valuable assistance and practical recommendations for the three year project.

A great deal of effort and interest has been given by the Elementary Curriculum Directors. Their contribution to the overall organization and structure will ensure the implementation and infusion of Career Education into the elementary school program.

Much credit for the success of this guide belongs to the elementary principals, teachers, and librarians in South Portland who have demonstrated their enthusiasm, creativity, and adaptability in integrating career education into the elementary curriculum.

Special recognition is due those teachers who participated in the curriculum workshops and gave generously of their time and talents in the preparation of the guides, *Career Education Awareness Program K - 6* and *Career Education Awareness Program K - 6 Revised 1976*. These people were actively involved in the preparation of the guides:

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DEVELOPING A CAREER EDUCATION GUIDE

CAREER
EDUCATION

South Portland made a commitment in 1973 to develop the concept of Career Education throughout the school system.

It soon became evident, that if this concept were to be an integral part of the total elementary curriculum, some tool had to be provided as a guide for the classroom teacher.

An informal needs assessment indicated that teachers and curriculum directors felt a need for a brief statement of philosophy, some means of incorporating this concept into the existing curriculum and practical suggestions for the implementation of these findings.

The Elementary Career Education Coordinator, as the resource person, initiator, and coordinator for this project, reviewed and evaluated materials submitted from various sources; contacted resource persons; and encouraged teachers to try some of the activities and procedures which had proven successful in other situations.

During the school year 1973-74 a workshop was conducted with 15 teachers representing the various grade levels, the elementary curriculum directors, and the career education coordinator. They participated in the development of a philosophy, completed a review of curriculum areas where the concept of career education could be infused, and compiled activities which could provide a means of implementation. The final editing was done by the administration and curriculum directors.

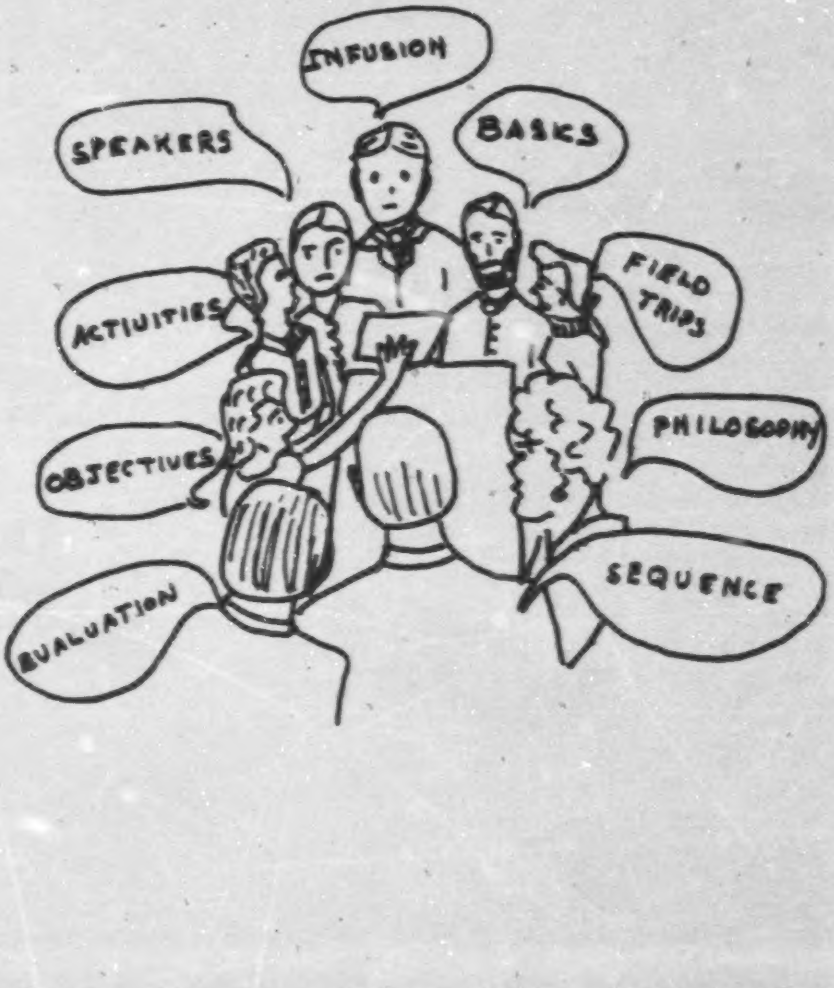
The guide was distributed to all teachers to study, to use, and to evaluate. It then became apparent that if continued growth and development of career education as a concept were to be assured, revisions had to be made.

During the school year of 1974-75, the Career Education Staff expanded the three original goals to eight. A career development design for K - 12 which, hopefully, would help to ensure the realization of these suggested goals was recommended to the supervisory staff.

A second assessment was made during this period of time. A workshop conducted by the Career Education Coordinator was held in the spring. The eleven teachers participating in this workshop were charged with the responsibility of making revisions in Parts II, III, and IV of the guide.

As a result of the workshop three major changes in the guide evolved: (1) all activities were designed to relate to and nurture a better understanding of the eight goals; (2) a process for collecting, recording, and retrieving information regarding community resources was formulated by the elementary librarian, and (3) an index keyed to subject areas was developed.

The revised materials were again edited and the new handbooks were distributed to classroom teachers for another round of study, use, and evaluation - the process of developing the concept thus becoming the program.


INFUSION
SPEAKERS
BASICS
FIELD TRIPS
ACTIVITIES
PHILOSOPHY
OBJECTIVES
SEQUENCE
EVALUATION

PART I - OVERVIEW

Career Education: Philosophy

Career Education in South Portland

CAREER EDUCATION: PHILOSOPHY

We believe:

That the concept, Career Education, because of its concern with self awareness, the world of work and the value of work, can be a catalyst for the South Portland Schools as they endeavor to develop effective, happy and well-adjusted citizens now and in the future.

Our elementary students should then have:

the opportunity to honestly examine and discuss their own characteristics as they gradually develop realistic goals for daily living and future well-being;

the opportunity to observe, discuss and explore the varied types of work opportunities offered in the immediate area;

the opportunity to grow in an understanding and appreciation of each person's contribution as a worker in the school or the community.

The teachers should:

provide a classroom atmosphere which is comfortable, stimulating and conducive to the growth of interpersonal communication;

provide many opportunities for exposure to the varied forms of employment found in the community;

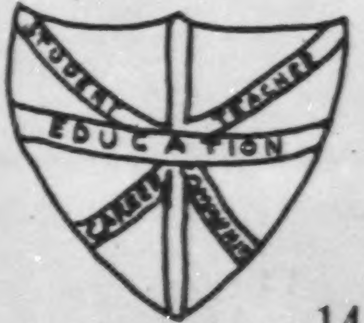
provide opportunities for students to develop a respect for the basic skills as steppingstones in their chosen careers.

The curriculum should:

be sufficiently flexible to allow for the infusion of career education goals.

The community should:

be supportive and actively involved in helping students become aware of skills and attitudes which lead to productivity in the world of work.



CAREER EDUCATION IN SOUTH PORTLAND

Elementary

The elementary component of career education is awareness. From kindergarten through grade six students become involved in activities designed to help them become aware of themselves as individuals, develop an awareness of the world of work, and gain an appreciation for the value of work.

Self awareness is developed through many discussions devoted to helping students become aware of their interests, skills, feelings, and values. Activities are designed to help students put their findings into practice. School experiences offer many opportunities to develop tolerance, cooperation, and the means for handling such emotions as fear and anger. Through practice in the use of the decision making process, the students learn the need for commitment; they also learn that sometimes they must live with the unpleasant results of a decision.

The scope of awareness broadens from the self to include workers in the home, school, and community. Participation in field trips, mini-trips, classroom visitations, and interviews helps students learn about working conditions, tools needed in various trades, and the economic realities facing the producer and the consumer.

Since school is the child's world of work, it is here that he acquires attitudes about the value of work and the relevance of education. The inner satisfaction of completing a task well and the feeling of pride in accomplishment are factors constantly emphasized by the teacher. The value of work is also stressed by many of the workers interviewed. Class discussions help the student to identify and assess the contributions made by workers to society and the personal satisfaction gained.

Career Education for the elementary child is, in part, a knowledge of the world of work and workers, but of more importance, it provides for an understanding of one's self and one's values as a basis for future career planning.

Secondary

Grades seven through twelve progress from simple awareness techniques to programs and activities which sequentially provide an orientation to, exploration of and preparation for the world of work.

At the secondary level, the responsibility for implementing the career education concept lies with the guidance personnel and a nucleus of classroom teachers.

Resource centers in each junior high and senior high school provide information about careers to all students. Specific orientation to the center is given to all seventh grade students.

Eighth grade students add to their involvement by becoming exposed to over fifty different workers at a career fair held each spring.

Ninth grade students are required to take a basic course in career education. Self-awareness, career awareness and a shadowing experience receive major emphasis at this level.

Seniors are offered a semester elective in career preparation. Career testing, counseling, and job placement are services which are also made available to them. A simulated job interview with a business representative is the culminating activity which helps to bring the total program into focus.

All teachers at elementary and secondary levels have an opportunity to participate in the Career Guidance Institute. This course gives the teacher a chance to become more knowledgeable about employees and their specific responsibilities in the world of work.

Teacher teams have done a good deal of research in the areas of mathematics, English and social studies. As a result of the research and involvement in the above mentioned activities, curriculum changes have been implemented in an endeavor to make school more relevant to students in meeting their career needs.

Dropouts and graduates are encouraged to use the resource room and the services of the guidance staff for career counseling or as a placement service.

Community

The school is actively seeking the cooperation of the community in the implementation of career education. Information about the concept is disseminated to the community through the media, and at civic and parent-teacher meetings. The Career Guidance Institute, a career education course, is offered annually to school administrators, parents, business personnel, students and teachers. A free exchange of ideas from these groups is encouraged.

An advisory board, also composed of a cross section of education and community representatives, makes recommendations which help to shape educational policies.

Parents and business persons serve frequently as resources to the classroom teacher. Classes visit local industries and interview and shadow workers or have the opportunity to listen to visiting business personnel at their schools. Parents give their services as volunteer aides by teaching mini-courses in crafts, demonstrating skills, or chaperoning and chauffeuring groups on field trips. This assistance from the parents and the business community is invaluable to the school system.

PART II - SEQUENTIAL PLAN K - 6

The Career Development Design

Objectives, Activities, and Evaluative Techniques

Selected Lesson Plans

PART II - SEQUENTIAL PLAN K-6

This section presents activities to assist classroom teachers in meeting the career development needs of elementary students. The list is not intended to be an outline of a prescribed course of study. Instead, it is expected that the teacher will adopt or adapt the suggestions presented to serve the needs of the class.

The activities are classified according to the eight goals and the general objectives of the career development design, and according to primary or intermediate levels. They offer a variety of teaching methods and are correlated with all school subjects and with the textbooks used in the South Portland system. Each has been keyed to an index topic to help the teacher infuse the activity within the established curriculum. Resource materials and textbook references are frequently included in the description of the activity. Suggestions for evaluating the activities appear at the conclusion of each section of the sequential plan.

Several selected lesson plans appear at the end of this section. These detailed units offer several activities around a single theme. Generally, they include multiple objectives, evaluations, resources, and subject correlations. All the activities described in this guide have been successfully used by South Portland teachers.

GOAL
↓
OBJECTIVE
↓
ACTIVITY

Grade Level	Subject Correlation	Resources
Primary	Index Topic	People
Intermediate		Textbooks
		Materials

↓
EVALUATION

The Career Development Design

From the three areas of awareness - self, world of work, and the value of work - have evolved the eight goals of South Portland's Career Development Design. Each of these goals is directed toward the needs of the pupil at the primary, intermediate, junior high and senior high school levels. The following sequential design provides a guide for the classroom teacher in selecting career education activities.

SOUTH PORTLAND, MAINE - CAREER DEVELOPMENT DESIGN

I. SELF AWARENESS

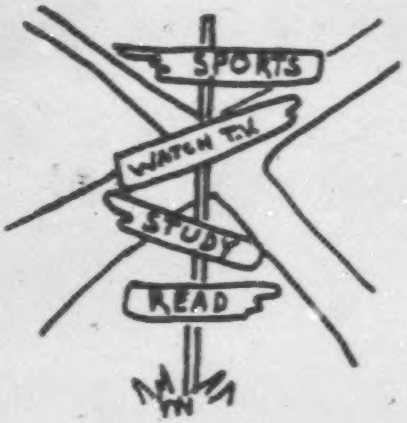
STUDENT
OF THE
WEEK

	The students will:
Primary	demonstrate an awareness of their own interests, skills, and feelings.
Intermediate	demonstrate an appreciation of their own skills, interests, feelings and values.
Junior High	recognize that their talents, values, interests, and limitations relate to career goals.
Senior High	make goal-oriented choices related to their career requirements and future employability skills.

II. INTERPERSONAL SKILLS

	The students will:
Primary	demonstrate cooperation in social situations.
Intermediate	develop an appreciation of the differences between individuals or groups.
Junior High	develop the interpersonal skills required for work roles, recognizing that trust and respect are factors in human relations.
Senior High	demonstrate an understanding of the importance of human relationships in volunteer and part and full time work.

III. DECISION MAKING



The students will:

Primary	use their senses to gather data and to develop concepts.
Intermediate	develop skills in making generalizations, hypothesizing and predicting.
Junior High	develop an awareness of the results of decisions which will give them a sense of control over their future.
Senior High	identify realistic alternatives based on education, work experience, and counseling and accept responsibility for career decisions.

IV. WORK AWARENESS

The students will:

Primary	gain knowledge of workers in the home, school, and community.
Intermediate	identify the personal and environmental factors which influence a worker.
Junior High	explore and analyze the common and unique characteristics of jobs within the 15 U.S.O.E. job clusters.
Senior High	recognize that social, environmental, and technical factors influence career trends and as a result workers must be flexible, adaptable and mobile.

V. MANIPULATIVE SKILLS

The students will:

Primary	develop psychomotor skills.
Intermediate	improve psychomotor skills.
Junior High	identify and use manual skills that are essential to many careers and leisure time activities.
Senior High	develop competence in the use of manipulative skills required in one's future career or educational plans.

VI. ECONOMIC AWARENESS

The students will:

Primary	understand that people are paid for their work and use that money to satisfy their needs and wants.
Intermediate	recognize that each individual is a consumer, producer and citizen, and as such has certain rights and responsibilities.
Junior High	develop an awareness of the financial and legal consumer resources as they relate to personal and family economics.
Senior High	understand and appreciate, as a worker and consumer, the complexities of the American economic system.

VII. VALUE OF WORK

The students will:

Primary	identify ways that workers are of service to the community.
Intermediate	recognize that individuals can find satisfaction through their work.
Junior High	understand the impact of career on lifestyle.
Senior High	gain insight into personal and social value of employment through simulated or real work experience.

VIII. RELEVANCE OF EDUCATION

The students will:

Primary	recognize that school is a place to learn.
Intermediate	recognize that schooling is necessary for future careers.
Junior High	recognize that mental, physical and communicative skills are basic and applicable to all career fields.
Senior High	identify the relationship between mastery of content knowledge and educational or vocational plans.

GOAL I - SELF AWARENESS

PRIMARY THE STUDENTS WILL DEMONSTRATE AN AWARENESS OF THEIR OWN INTERESTS, SKILLS, AND FEELINGS.

INTERMEDIATE THE STUDENTS WILL DEMONSTRATE AN APPRECIATE OF THEIR OWN SKILLS, INTERESTS, FEELINGS, AND VALUES.

OBJECTIVES

PRIMARY/INTERMEDIATE

Interests: The students will:

identify their interests or develop new interests.

associate their personal interests with future careers.

Skills: The students will demonstrate an awareness and appreciation of:

their ability to care for many of their physical needs.

their ability to act responsibly in social situations.

their ability to use their minds.

their physical and aesthetic skills.

their ability as workers.

Feelings: The students will:

identify a variety of feelings.

recognize some factors which influence feelings, and will identify alternate methods of handling negative feelings.

develop some positive attitudes about themselves.

Values: The students will identify some values which are important to them.

GOAL I - SELF AWARENESS ACTIVITIES

PRIMARY/INTERMEDIATE

OBJECTIVE: THE STUDENTS WILL IDENTIFY THEIR INTERESTS OR DEVELOP NEW INTERESTS.

ACTIVITIES

This is My Bag

Have the children cut out and paste on the outside of a paper bag, pictures or handwritten labels which represent their own interests. They may put inside the bag anything they do not wish to share. At a later date children may wish to share the contents, but they should not feel compelled to do so. [Decision Making]

Hands Up

Have the children make an outline of their hands and fill it with drawings of things they like to do. [Decision Making]

Pet Unit

Allow those who have pets to bring them to class one at a time and tell how they care for the pet. Make a bulletin board with snapshots of the children with their pets. Visit a pet shop or veterinarian listed in the Community Resource File. [Pet Care]

Hobby Show

Have the children display their hobbies on their desks. Let them tell the class how they started, what skills and knowledge are required, and how they feel about the hobby. Let the class vote for the three best displays. Invite other classes to view the show. [Oral Expression]

Taped Interviews

Have the children interview one another with a tape recorder. They will ask, "What do you like to do best of all?" [Interviewing]

Me Collage

After locating and mounting pictures in a collage of personal interests, have the children share the self portraits in small groups. [Oral Expression]

ACTIVITIES

Interest Shield

Have the students decorate coats of arms to identify their personal interests and values. See Values Clarification by Simon, Howe & Kirschenbaum, Strategy No. 47. [Values]

Acrostic

Using the letters of the student's first name, let him/her name some personal interests. Use the dictionary and thesaurus to improve vocabulary skills.

Example: MATHEMATICS

ILLUSTRATIONS

COLLECTIONS

HANDBALL

AIRPLANE MODELS

EXERCISE

LISTENING TO RECORDS

[Vocabulary]

Leisure Time Unit

Discuss, "Does it matter how I use my leisure time?" List options and discuss those which require special training, cost money, may be done alone or with others. Invite parents or others to share their leisure time interests. Keep a journal for a week on "How I Spend My Leisure Time." Write about "A Leisure Time Activity I Enjoy." [Leisure Time]

Project Choice

List a variety of projects which students may select: i.e. make a suitable home for an insect, an ant farm, a collection of insects, or a notebook on insects. Students will select, complete and share their projects. Discuss what has been learned about one's own interests. [Decision Making]

OBJECTIVE: THE STUDENTS WILL ASSOCIATE THEIR PERSONAL INTERESTS WITH FUTURE CAREERS.

ACTIVITIES

Careers We Are Thinking About

Make a chart of job preferences of the class members. Have the students explain how their personal interests influence the job they selected. [Work Awareness]

Science Careers

Survey the science text and identify 7 careers. Rank order the list according to personal preference. Write a paragraph giving the reasons for the choice. [Work Awareness]

Career Scrapbook

Have the children select a career they are interested in and make a scrapbook about it. Each picture must be labeled with a complete sentence. [Sentence Construction]

Career Comparisons

Have the children compare a career of their choice with their parents' careers. [Work Awareness]

OBJECTIVE: THE STUDENTS WILL DEMONSTRATE AN AWARENESS AND APPRECIATION OF THEIR ABILITY TO CARE FOR MANY OF THEIR PHYSICAL NEEDS.

ACTIVITIES

Blindfold Game

Blindfold a child and have him/her dependent upon a partner for five minutes. Switch roles and then discuss the use, care and safety of the eyes. [Eyes]

Footwear Display

Display a collection of children's footwear. Discuss the importance of proper fitting footwear and the selection of suitable footwear. [Feet]

Nutrition Unit

Following a discussion and research on nutrition, make posters and have a tasting party. Eat in a restaurant and order a nutritious meal, or plan a meal to be served in a restaurant, or plan and prepare a meal to be served in the classroom. [Nutrition]

Dress Code

After a discussion on grooming, have the class prepare a class dress code. Show the film "Posture Habits," PRIME MP-58. [Grooming]

OBJECTIVE: THE STUDENTS WILL DEMONSTRATE AN AWARENESS AND APPRECIATION OF THEIR ABILITY TO ACT RESPONSIBLY IN SOCIAL SITUATIONS.

ACTIVITIES

Safety Chart

List safety rules on a chart in preparation for a field trip. Write a chart story for each safety rule. [Safety]

Telephone Reminder

Following a discussion of emergency use of the telephone, make a card bearing all emergency numbers to place near the telephone. Borrow Telezonia, a working model of the telephone from the telephone company or PRIME resource center. [Telephone]

Safety Court

Have the students give tickets and try cases of classmates who disobey safety rules. [Safety]

OBJECTIVE: THE STUDENTS WILL DEMONSTRATE AN AWARENESS AND APPRECIATION OF THEIR ABILITY TO USE THEIR MINDS.

ACTIVITIES

Magic Circle

Following a discussion of American Indians and how they used an inquiring mind to get food, shelter, and clothing, ask the students to tell about a time when they were able to solve a problem by using an inquiring mind. [Indians]

Peer Teaching

Ask a student to review a chapter and prepare a worksheet to present to the class. Or, have the class prepare a math activity, story or puppet show to present to younger children. [Work Awareness]

OBJECTIVE: THE STUDENTS WILL DEMONSTRATE AN AWARENESS AND APPRECIATION OF THEIR PHYSICAL AND AESTHETIC SKILLS.

ACTIVITIES

Simon Says

Touch various parts of the body when asked to do so by the leader. [Sensorimotor]

Physical Fitness Exercises

Keep individual record sheets of physical skills such as galloping, skipping, hopping, etc. Let the children help record their accomplishments. See Daily Sensorimotor Training Activities, Education Activities, Inc. [Physical Education]

Bicycle Rodeo

Give a bicycle demonstration for another class. [Bicycle Safety]

Creative Dance

Allow students to move freely within a certain space, with or without music. [Dance]

Dramatization

Have the children plan and present a play about dental health. [Teeth]

OBJECTIVE: THE STUDENTS WILL DEMONSTRATE AN AWARENESS AND APPRECIATION OF THEIR ABILITY AS WORKERS.

ACTIVITIES

Work Chart

Following a discussion about helping at home and at school, make a picture chart of "Things I Do To Help." [Responsibility]

Seasonal Careers

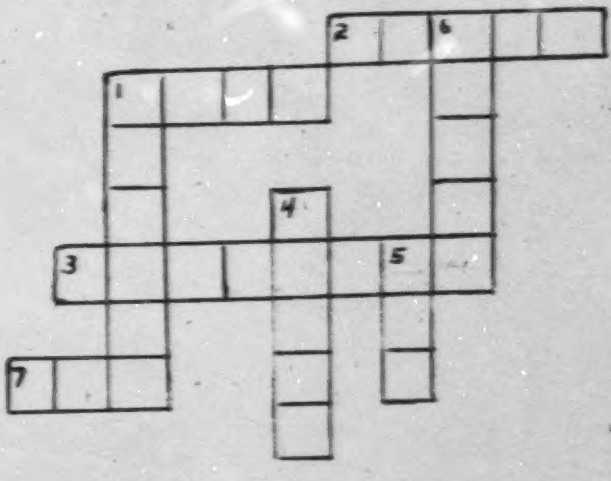
After a discussion on ways we can earn money and jobs we are qualified to perform, make a bulletin board of seasonal careers to show the way fourth graders can earn money during the different seasons. [Seasons]

OBJECTIVE: THE STUDENTS WILL IDENTIFY A VARIETY OF FEELINGS.

ACTIVITIES

Puzzle

Make a crossword puzzle using the feeling words below:
angry, bored, brave, jealousy, lonely, love, sad, shy.



Answer Block:

Across
1. love
2. brave
3. jealousy
7. shy

Down
1. lonely
4. bored
5. sad
6. angry

ACROSS
1. Parents ____ their children.
2. When you dive off a high board, you are ____.
3. To envy someone is to show ____.
7. When you are afraid to speak, you are ____.

DOWN
1. If you have no friends, you are ____.
4. If you have nothing to do, you may be ____.
5. Not happy
6. Mad.

[Vocabulary]

Magic Circle

Follow the techniques for a magic circle outlined in the Human Development Program. Discuss topics such as, "I feel good when I'm ____," "The first time I did ____, I was a little scared," "I feel angry when ____," "I am proud that ____." [Oral expression]

Drawings

Make a picture of a place where you feel happy...something you enjoy doing with a friend...a time you felt lonely. [Art]

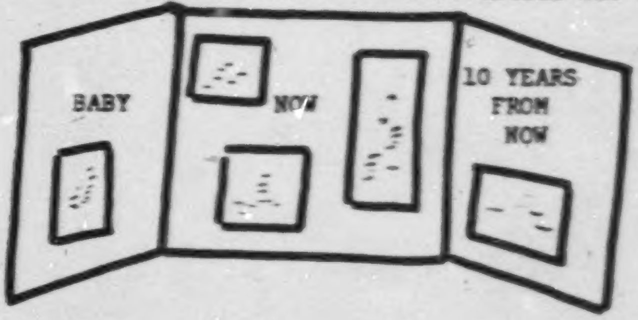
ACTIVITIES

Time Line

Have the students make a pictorial time line of their lives. Use snapshots or drawings to indicate the highlights.
[Autobiography]

Past, Present & Future

Have the children describe the kind of person they would like to be when they grow up. Include physical, mental, and social traits. Have the students make a tryptic illustrating how they looked as a baby, at the present, and how they will look ten years from now. Add behavior characteristics for each age.



[Growth]

Autobiographical Sketch

Have the students pantomime or write one or more of the following topics: "A Frightening Experience," "My Favorite Activity," "Something I Do Well."
[Autobiography]

Video Tape

Have the students prepare, tape, view, and evaluate one or more of the following: physical education routine, musical selection, dramatic presentation, discussion or debate.
[Self Expression]

SELF AWARENESS

PRIMARY/INTERMEDIATE
FEELINGS

OBJECTIVE: THE STUDENTS WILL RECOGNIZE SOME FACTORS WHICH INFLUENCE FEELINGS AND WILL IDENTIFY ALTERNATE METHODS OF HANDLING NEGATIVE FEELINGS.

ACTIVITIES

Full Length Mirror

Have the children look into the mirror and evaluate their personal grooming of the hair, face, teeth, and dress. [Grooming]

Who Are You?

Show the filmstrip, "Who Do You Think You Are?" by Guidance Associates. Repeat the question, "Who are you?" Have the students give different answers each time as they identify themselves in a variety of roles. [Oral Expression]

Simulation

Eat on the floor, Japanese style, during snack time. Later, let the students choose to eat on the floor or at their desks. Discuss how our culture influences our customs. [Japan]

Discussion

Compare the passing from childhood into adulthood in the Inca society and our own. [Inca]

Magic Circle

Read "The Boy Called Booie" from Enchanted Gates. Have students recall a time when they did something they really didn't want to do and it turned out for the best. [Reading]

Rank Ordering

Make a list of math units and activities done in class and have the students rank order them by difficulty. Discuss feelings about the math units. [Math]

OBJECTIVE: THE STUDENTS WILL DEVELOP SOME POSITIVE ATTITUDES ABOUT THEMSELVES.

ACTIVITIES

What's So Special About You?

Each week a different child has his name and address posted on the bulletin board. He wears a crown, may carry the toy mouse, and displays on the bulletin board any items of importance to him. When he can recite his name, address, telephone number and birthday, take his picture with a Poloroid camera and display it on the bulletin board.

You're In the Limelight Today

Outline a flannelboard with miniature Christmas lights and put the children's names in the limelight. They are privileged to do special errands, bring a visitor or pet to school, and to have some private time alone with the teacher that day.

Student of the Week

Provide a sweatshirt labeled "Student of the Week" to be worn by a class member. On Monday when he is out of the room, have the others write positive statements about him. When he returns to the room, he is given the statements to keep in his notebook for reference on a blue day. Everyone has an opportunity to be student of the week.

Yellow Pages Ads

Have students write an ad to sell their talents as they might appear in the yellow pages. Offer extra credit to anyone whose talent is called upon by a classmate.

OBJECTIVES: THE STUDENTS WILL IDENTIFY SOME VALUES WHICH ARE IMPORTANT TO THEM.

ACTIVITIES

Word of the Week

Post, discuss, and reinforce a word with value overtones, i.e. justice, discipline, concern, trust. [Justice]

Posters on Maine

Following a discussion on what you like about Maine, and why others might like to live here, have the children make posters on "What I Like About Maine." [Maine]

Letter To A Legislator

Have the children write to a state or federal legislator about a concern. [Letter Writing]

Lifestyle Comparison

Write a paragraph to complete the following thought: "Of the six families we've studied, I'd most like to be part of the _____ family because ..." Correlate with People in America, Unit I. [Cultures]

Opinion Game

Mark a continuum on the blackboard: Strongly Agree - Agree - Undecided - Disagree - Strongly Disagree. Raise questions and allow students to position themselves for the answers. Sample question: "How do you feel about girls playing the Little League?" See Houghton Mifflin Game Box, Career Insights and Self Awareness, "Interests Continuum." [Decision Making]

GOAL I SELF AWARENESS EVALUATIVE TECHNIQUES

PRIMARY/INTERMEDIATE

Interests

1. Display pictures representing ten interests such as playing outdoors, watching TV, helping mother or father, caring for a pet, making things, etc. Give the children each three tokens with their names, and let them indicate their interests.

2. Prepare a list of activities and have the child check each: "Very Interesting, Interesting, or Not Interesting."

3. Have each student match a list of personal interests to career requirements. i.e. spelling - secretary; outdoors - forester.

4. Have each student write a paragraph on "Why I Would Make a Good _____."

Skills

5. Keep individual charts showing performance of each child's responsibilities: Appropriate Dress, Brushed Teeth, Clean Hands, etc.

6. Have the students role play behavior in emergency situations. Students should demonstrate responsible behavior.

7. Administer a multiple choice test on alternate behaviors in a crisis situation.

8. Present an unfinished story to the class. Let each student offer a solution to the problem. Have the students evaluate the contributions of each member by a discussion of the merits of each choice.

9. With the physical education director, prepare individual charts of physical skills appropriate for the children. Have the pupils keep records of their achievements.

10. Hold a class arts festival. Let each pupil make a contribution in drama, dance, sculpture, art or music.

11. Have the class prepare a check list of the qualities of a good worker, then each pupil will evaluate his own performance of a school task, a home task, a paying job, and a volunteer project on a scale of 1 - 5.

Feelings

12. After reading a story aloud, have the students identify the feelings of the characters in the story.

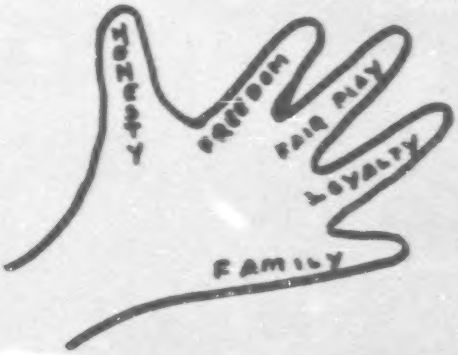
13. Show a picture of people expressing emotions. Have the pupil explain why these people may feel the way they do. Accept reasonable responses.

14. Present the students with a hypothetical situation in which a child has been unfairly treated by a parent, teacher or peer. Ask them to identify the feeling, determine its cause, propose, and rank order three rational behavioral responses.

15. In an individual conference, or in paragraph form, have the children share some ways they feel they have improved this year.

Values

16. Have the students trace around their hands and write one value on each finger that is important to them. Example: fair play.



GOAL II INTERPERSONAL SKILLS

PRIMARY	THE STUDENTS WILL DEMONSTRATE COOPERATION IN SOCIAL SITUATIONS.
INTERMEDIATE	THE STUDENTS WILL DEVELOP AN APPRECIATION OF THE DIFFERENCES BETWEEN INDIVIDUALS OR GROUPS.

OBJECTIVES

PRIMARY:	The students will identify their roles as members of a group at home, at school, or in the community, and will demonstrate a respect for the rights and feelings of others in those groups.
INTERMEDIATE:	The students will demonstrate an appreciation of the rights and contributions of other individuals or groups. The students will develop skills in social reasoning and interaction.

GOAL II   INTERPERSONAL SKILLS   ACTIVITIES

PRIMARY

OBJECTIVE: THE STUDENTS WILL IDENTIFY THEIR ROLES AS MEMBERS OF A GROUP AT HOME, AT SCHOOL, OR IN THE COMMUNITY, AND WILL DEMONSTRATE A RESPECT FOR THE RIGHTS AND FEELINGS OF OTHERS IN THOSE GROUPS.

ACTIVITIES

Family Unit

Have the children draw pictures of their families. Discuss the role of each member and the likenesses and differences between families. Show the film "Families Are Different and Alike," PRIME MP-1139. [Home]

Ground Rules

Discuss problems in the classroom and on the playground. Make a chart of rules together. Make posters to illustrate the school rules which the group has agreed upon. [Safety]

Friendship Bulletin Board

Select a number of attractive pictures of friends interacting. Discuss the pictures and list the qualities of a friend. Have the children write about "What Things We Look For In a Friend." Put the stories and the pictures on the board. See Focus On Self Development, SRA, photoboards. [Friendship]

Puppetry

Role play good and bad behavior while being a guest in a friend's house. Dramatize a situation in which an individual refuses to cooperate. See Alphatime, Miss "O". [Cooperation]

What About Gum?

Use a discussion and chart story to present the problems associated with gum in school, on the playground, and in a public place. See Alphatime, picture card #8. [Manners]

Everround

Present a make-believe community with a different culture to gain a new frame of reference. See The Communities We Build, T.M. page 53. [Tolerance]

ACTIVITIES

Group Activities

Before orienting the children to the overall project, discuss some of the advantages and problems of group work. Cooperatively agree on rules for the group and make certain the students understand their roles and responsibilities to the total group.

Safety Posters: Allow four children to work in each group to plan and prepare a safety poster. [Safety]

Communication Workers: Divide into groups to prepare a dramatization, written report, bulletin board, or classroom display in the field of communication. [Communication]

Measuring: Work in teams and measure the room, hall, wall, locker area, bulletin board, etc. [Measurement]

Games: Play games which require partners, such as Tic-Tac-Toe. The loser congratulates the winner. [Sportsmanship]

Neighborhood Litter Patrol: Have the group plan and carry out a program of litter control. [Environment]

OBJECTIVE: THE STUDENTS WILL DEMONSTRATE AN APPRECIATION OF THE RIGHTS AND CONTRIBUTIONS OF OTHER INDIVIDUALS OR GROUPS.

ACTIVITIES

We Are All In the 4th Grade, But We Are All Different

Prepare a silhouette of each student. On another sheet, have students write their interests and skills, and share them. Discuss individual differences, then display the silhouettes and personality sketches. [Self Awareness]

Peer Teaching

Assign certain students to assist others in arithmetic or reading. Discuss acceptance of individual differences. [Tolerance]

Handicapped

Invite a deaf or blind person to visit the class. Read biographies of Helen Keller or Louis Braille. Blindfold half the class and let the other half lead them around. Discuss the difficulties of the handicapped. [Empathy]

Speaker From Israel

Contact the local synagogue or the foreign student advisor at the local university or high school. Or check the Community Resource File in the library for the name of a person familiar with this foreign country. [Israel]

Cultural Data Chart

Have groups of students list the differences and similarities between the Incas and the Mundurucu. Compare the family life, work, education and values. See "Latin America," People in Change, T.M., p. 38. [Cultures]

Language Tree

Make a tree depicting national groups as the roots and derived words as the fruit. See "Language in Early America" in Language and How To Use It, Grade IV. [Cultures]

Discussion

"How would the world be diminished if it contained only people like me?" See People in America, T.M., p. 37. [Cultures]

OBJECTIVE: THE STUDENTS WILL DEVELOP SKILLS IN SOCIAL REASONING AND INTERACTION.

ACTIVITIES

Personal Profiles

Have the students fill out forms describing their favorite foods, sports, animals, subjects, TV shows, and their spare time activities. Share the results in small groups. Discuss "How important are our differences?" "How well can you predict how another will answer?" Graph the data. [Self Awareness]

Discussion

After reading a story such as "Miles of Smiles" from Magic Word, discuss the difference between laughing at someone and with someone. Tell about a time you tried to make someone feel comfortable about a joke. [Tolerance]

Spaceship Game

Use the Coca Cola Spaceship Game or discuss "What restrictions are imposed on a closed environment such as a spaceship or a raft like the Kon Tiki?" [Environment]

Group Dynamics

Divide the class into two groups. Let one group observe as the other group deals with the problem. The group must agree on how to spend $2.00. After ten minutes, or when agreement is reached, the observers will discuss the interactions they observed. [Money]

Hot Issues

Following a ten minute discussion on a controversial issue such as prayers in schools, busing, taxes, women in sports, have the class analyze the way the group interacted as they sought a solution. [Current Events]

ACTIVITIES

Group Planning

Discuss with the group the advantages and disadvantages of group planning. Help the group identify the problem and determine options. Allow the group to work on a specific project together and to assess their ability to work together.

Collage: Select pictures which show interpersonal relationships and make a collage. See Bread and Butterflies Guide, page 64. [Decision Making]

Service Project: Following a discussion of the needs of individuals in institutions, have the students prepare Christmas stockings, Easter baskets, books, cards or make friendly visits or sing carols at nursing homes. [Empathy]

Fund Raising: Have the class take responsibility for a booth at the school fair, make crafts, cook food or raise plants to sell. [Money]

Do-It-Yourself-Custodian: Make arrangements with the janitor not to clean the room for a week. Have the pupils develop a plan to keep the room clean. [Responsibility]

GOAL II INTERPERSONAL SKILLS EVALUATIVE TECHNIQUES

PRIMARY

1. Have the students make drawings of positive and negative behavior in a variety of social situations.

2. Have the students recall three school rules which have made the school a happier place to learn.

3. With a partner, let the student pantomime something a friend would do and something a friend would not do.

4. Have the pupils list three ways they cooperate with others at home.

5. Have the students use check lists to evaluate their ability to work cooperatively:

	YES	NO	SOMETIMES
I take turns and share materials.	___	___	___
I do my own part on time.	___	___	___
I am helpful to others without being bossy.	___	___	___

6. Keep anecdotal records of the students' behavior during a group project. Identify cooperative, obstructive, and neutral behavior. Repeat the evaluation in several months and compare the results.

INTERMEDIATE

1. Have the students identify three things they admire in a classmate.

2. Ask the students to identify three groups or cultures different from their own, and list at least one contribution made by each.

3. Prepare a check list to evaluate the student's ability to interact with others. The evaluation may be completed by the student, a peer or the teacher.

Listens to others and is willing to compromise	1 2 3 4 5
Accepts responsibility for the overall project	1 2 3 4 5
Is helpful to others in the group	1 2 3 4 5

4. Have the class analyze an interpersonal problem and offer possible solutions. Note those children who are able to take the perspective of all parties. Suggested resource: "First Things: A Strategy for Teaching Social Reasoning," filmstrip series by Guidance Associates.

5. Have students role play a typical day in the life of a person of a different culture. Note their ability to identify with a person of a different background.

GOAL III DECISION MAKING

PRIMARY THE STUDENTS WILL USE THEIR SENSES TO GATHER DATA AND TO DEVELOP CONCEPTS.

INTERMEDIATE THE STUDENTS WILL DEVELOP SKILLS IN MAKING GENERALIZATIONS, HYPOTHESIZING AND PREDICTING.

OBJECTIVES

PRIMARY: The students will develop skills in observation, identification and classification of a variety of tangible and intangible objects.

The students will demonstrate their ability to identify simple cause and effect relationships.

As the students make simple decisions, they will develop an awareness that decisions involve choices based upon individual interests and values, and that decisions often require a commitment.

INTERMEDIATE: The students will develop a beginning skill in the use of the following decision making process:

1. Identify the problem. Recognize that a problem does exist and state clearly just what the problem is.
2. Gather data. Review all known information about the problem, and locate new information. Organize the information for the purpose of making generalizations.
3. Evaluate the data. Analyze and assess the information, and identify the alternatives.
4. Plan a course of action. Recognizing that the decision is tentative, select an alternative and plan a course of action.
5. Reassess and evaluate. After implementing the course of action, determine whether there is a need to do further study or to change the conclusions.

As the students use the above process, they should:

Begin to develop an awareness of their autonomy as decision makers.

Recognize that decision making may be subjective, since the individual's interests, culture and values influence the choice of alternatives.

Begin to recognize the effect their decisions have on others, their responsibility for the consequences of their decisions, and their ability to change a course of action through reassessment.

PRIMARY

OBJECTIVE: THE STUDENTS WILL DEVELOP SKILLS IN OBSERVATION, IDENTIFICATION, AND CLASSIFICATION OF A VARIETY OF TANGIBLE AND INTANGIBLE OBJECTS.

ACTIVITIES

Button Sorting

Distribute buttons of various shapes, sizes, and colors, and allow the children to classify them. Correlate with Alphatime, Mr. B. [Attributes]

Construction Materials Exhibit

Have the children contribute to a classroom display of various kinds of wood, rock, and minerals used in the construction of a house. [Construction]

Picture Study

Study pictures of workers in a supermarket and in a factory. Discuss which workers provide goods and which provide a service. [Work Awareness]

Job Classification

Have the children assist in the preparation of flash cards which name familiar careers. Arrange the cards in families: transportation, food, health, business, etc. [Work Awareness]

ACTIVITIES

Problem Writing

Each child will make up one problem which requires addition or subtraction to solve. Let each pupil read the problem aloud and have the class decide which process must be used. [Math]

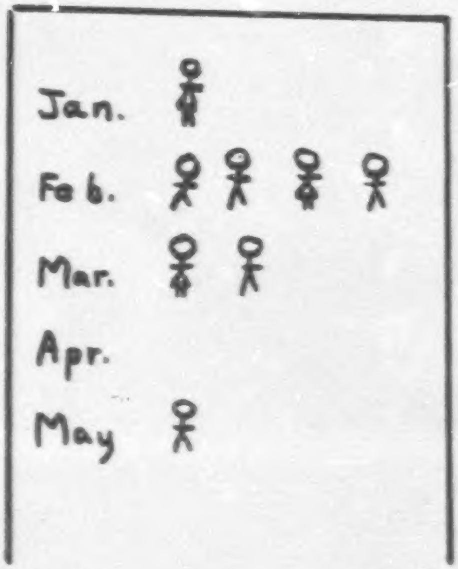
Measurement Attribute Game

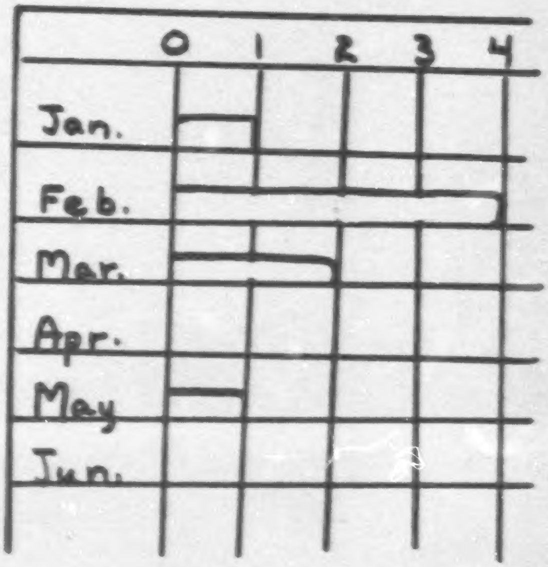
Distribute pictures of products and have the children classify those which could be purchased by the pound, ounce, inch, yard, quart or bushel. [Measurement]

Birthday Graphs

When the children have learned their birthday month, make a class picture graph as follows. Let each child draw a 6" figure of himself. Use a Smiley stamp for the head to assure uniform size. List the months on a chart. Let the children paste their images next to their birthday months. Later, cut paper strips in various lengths to make a bar graph by matching the strips to the number of children listed for each month.

Other graphs may include line graphs for daily temperatures at 9:00 A.M. and 1:00 P.M., or visual records of hair and eye color, or the distance each child can jump. [Graphs]





OBJECTIVE: THE STUDENTS WILL DEMONSTRATE THEIR ABILITY TO IDENTIFY SIMPLE CAUSE AND EFFECT RELATIONSHIPS.

ACTIVITIES

Filmstrip

View and discuss the problem presented in the filmstrip "You Promised" from First Things by Guidance Associates. Help the children to determine the cause and effect relationship. [Reasoning]

Experiment

Fill a glass jar with water, place it in a paper bag, then put it in the freezer. The ice will expand and break the jar. Repeat the experiment as often as necessary until the children can express the concept: water expands as it freezes. Use this activity as enrichment with "Five Thousand Cannon Balls" from Better Than Gold. [Water]

Cook Macaroni

Observe and taste the difference in macaroni before and after cooking. Correlate with Alphatime, Mr. M. [Cooking]

Neighborhood Walk

Look for signs of people, plants, and animals getting ready for seasonal changes. Arrange data on an experience chart in three categories: people, animals, and plants. [Seasons]

Paper Doll

Prepare a life size paper doll with a variety of outfits. Have the children select the appropriate dress for various types of weather. [Weather]

Safety Posters

Following a discussion of swimming safety rules, make posters illustrating safe and unsafe conditions. Correlate with "The Boy Who Couldn't Swim" from Shining Bridges. [Safety]

OBJECTIVE: AS THE STUDENTS MAKE SIMPLE DECISIONS, THEY WILL DEVELOP AN AWARENESS THAT DECISIONS INVOLVE CHOICES BASED UPON INDIVIDUAL INTERESTS AND VALUES, AND THAT DECISIONS OFTEN REQUIRE A COMMITMENT.

ACTIVITIES

Unfinished Story

Present a moral dilemma such as that found in "The Stolen Picture" in More Than Words. Have the children make up endings to the story and share their ideas with the group. [Reasoning]

Choose A Pet

Draw pictures of different animals a child would choose at the pet shop. Have him explain his choice to the class. [Animals]

Needs and Wants Chart

Prepare a display of various items or pictures representing needs and wants such as: fruit, candy, clothing, housing, motor boats, water, washing machines. Ask students to identify each and tell which are most essential. [Needs & Wants]

Room Bank

Have the children set a goal such as a class trip or party. Discuss the money needed and the necessity for saving. The teacher will keep a room bank with a security box and homemade passbooks. Students are encouraged to earn their own money with which they make deposits. [Banking]

OBJECTIVE: THE STUDENTS WILL DEVELOP A BEGINNING SKILL IN THE USE OF THE DECISION MAKING PROCESS.

ACTIVITIES

Magic Circle

"Have you ever wanted two items and only had money for one? How did you decide which you would buy?" Following the sharing of experiences, present the five steps in the decision making process listed in page [Money]

Alternate Routes

Have groups plan a thirty day tour of the United States by plane, rail, bus or car. Design travel brochures with cost and advantages of each tour. Refer to steps in the decision making process throughout the activity. [United States]

Menu Planning

Following a presentation of rules of nutrition, have the students plan and prepare a well balanced meal. They may collect money, purchase the food, prepare and serve the meal. Have the group consciously use the decision making process in planning the menu and putting on the meal. [Nutrition]

First Aid Flash Cards

Prepare a set of cards which give a description of a situation with the condition of the victim. On the back give three alternative courses of action. Have students use their knowledge of first aid and the decision making process to select the best solution. Let students explain how they used each step of the process to reach a decision. [First Aid]

OBJECTIVE: Step 1. IDENTIFY THE PROBLEM. RECOGNIZE THAT A PROBLEM DOES EXIST AND STATE CLEARLY JUST WHAT THE PROBLEM IS.

ACTIVITIES

Room Election

Present the situation: help is needed to keep the classroom operating smoothly. Have students define the problem and reach a solution such as a room election. Let the students list necessary workers and the qualities needed for each position. Let them decide how the workers will be chosen. Suggested workers: line leader, board washer, messenger, desk monitor, song leader, bulletin board chairman, hospitality chairman, room librarian.

Review the decision making process used and stress the importance of identifying the problem as a starting point.

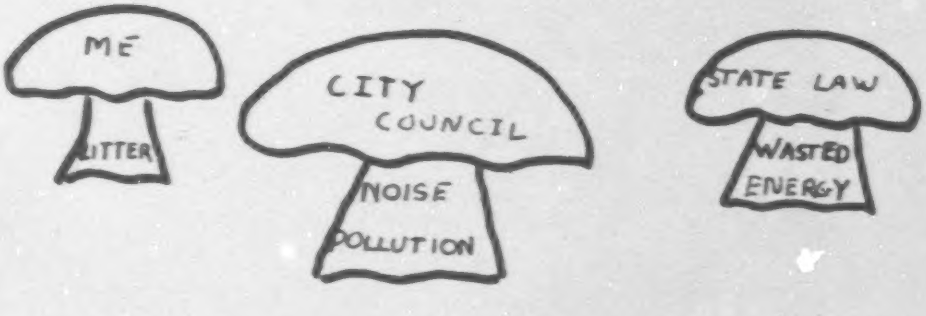
[Community Living]

Playground Observers

Ask the class, "Do people ever act against their wishes because they don't know how to make a decision?" Have the students observe children from other classes playing in groups. Assign each student the task of finding one situation in which one group member is pressured to do what the rest wish him to do. Share observations and then discuss how a person can gain autonomy through decision making. [Interpersonal Skills]

Mushrooming Problems

Prepare a bulletin board showing a field of mushrooms. Have the children label each stem as an environmental problem. On the cap they will indicate the agencies or people responsible for the solutions. [Environment]



OBJECTIVE: Step 2. GATHER DATA. REVIEW ALL KNOWN INFORMATION ABOUT THE PROBLEM, AND LOCATE NEW INFORMATION. ORGANIZE THE INFORMATION FOR THE PURPOSE OF MAKING GENERALIZATIONS.

ACTIVITIES

Classified Directory

Make a classified guide of goods and services found in the neighborhood. Let students decide upon the classification base. Recall that gathering and analyzing data is an important phase of the decision making process. [Alphabet]

Classification

Following a study of the characteristics of living things, have the students classify an assortment of pictures: living, nonliving; plants, animals; vertebrates, invertebrates, etc. Discuss with the students their ability to make generalizations from a list of facts. [Plants & Animals]

Debate

Resolved: The mountains of Maine should be set aside as areas to remain forever wild with limited public access given.

Review the decision making process and recall the importance of gathering and assessing data before making a decision. [Environment]

Fact or Fancy?

Have the students write original stories, read them aloud, and ask members of the class to decide "Could this be true?" Emphasize the importance of assessing the data in the decision making process. [Creative Writing]

OBJECTIVE: Step 3. EVALUATE THE DATA. ANALYZE AND ASSESS THE INFORMATION AND IDENTIFY THE ALTERNATIVES.

ACTIVITIES

Opinions or Facts?

Raise a question such as: "What characteristics make a good leader?" "Which country has the best government?" "Which state is the best to live in?" After soliciting opinions, apply the decision making process. Point out that step 3 involves individual values and interests; therefore, not all will agree. [Government]

A.V. Evaluation

Evaluate a film on predetermined criteria.

	Poor	Fair	Good	Excellent
Photography	P	F	G	E
Content	P	F	G	E
Interest	P	F	G	E
Music	P	F	G	E

Compare the evaluations and note that evaluation of data is often subjective. [Photography]

Then or Now?

Identify six common occupations which existed in Maine 200 years ago. Have the students research one career at a time at learning stations. Use a chart such as that below to organize the information. Ask the students in which period they would rather work and why. Discuss the impact of one's values as well as knowledge of a subject that influences a decision.

	THEN		NOW	
	Pro	Con	Pro	Con
Farming				
Fishing				
Lumbering				
Homemaking				
Military Life				
Manufacturing				

[History]

OBJECTIVE: Step 4. PLAN A COURSE OF ACTION. RECOGNIZING THAT THE DECISION IS TENTATIVE, SELECT AN ALTERNATIVE AND PLAN A COURSE OF ACTION.

ACTIVITIES

Poster Contest

Have the class make posters on bicycle safety for the lower grades. Use decision making skills to plan the context, select the winners and arrange the display. [Safety]

Merchandising

Have the students work in groups to create an effective desk top display of a product. This activity may be correlated with the story "Southpaw" from High Roads. Before the activity, list the 5 steps of the decision making process for the groups to follow. Challenge the students to use the process in their activity. [Business]

Editorials

Have the students identify a problem and write a reform article about it. These sample topics may be used: "Girls Should Be Allowed to Play on the Boys' Team," "All Bottles Should Be Non-returnable," "Schools Should Be Required to Have Swimming Programs for All Students," "Schools Should Have Hot Lunches Available for All Students." Have the students use the decision making process as they prepare the article. The editorial should include a course of action to be pursued by the individual or the group. [Newspapers]

Task Completion

When the class is familiar with the decision making process, assign the students a simple task such as making a picture of a room full of fire hazards. Then have each explain the thought process he experienced, following the 5 steps of decision making. [Safety]

OBJECTIVE: Step 5. REASSESS AND EVALUATE. AFTER IMPLEMENTING THE COURSE OF ACTION, DETERMINE WHETHER THERE IS A NEED TO DO FURTHER STUDY OR TO CHANGE THE CONCLUSIONS.

ACTIVITIES

Unfinished Story

Read the beginning of a story to the class. Include the characters, setting and a dramatic problem. Have the students write logical endings in the light of the information given in the introduction. Read the endings aloud and let each student reassess his own ending. [Creative Writing]

Career Judgments

Assign science careers at random to the students. Ask them to guess whether or not they are suited to these careers. Have the students research the field and then reassess the original hypothesis. [Work Awareness]

Estimating

Ask the students to quickly estimate a page of examples without doing them. Discuss reasonable short cut methods. Try different techniques and evaluate them. [Math]

Budget Writing

Have the students develop a personal weekly budget using items such as specific standards and figures, i.e.,

school lunch	$1.25
savings	.25
recreation	1.00
school supplies	.25
club dues	.25

Encourage the students to live within a budget for two weeks and then evaluate it, making necessary changes. [Money]

GOAL III DECISION MAKING EVALUATIVE TECHNIQUES

PRIMARY

1. Have the children list 25 different objects in the classroom and classify them in different ways. They may arrange them according to size, color, use, or composition.

2. Present the pupils with a specific situation and have them evaluate the situation, then role play or illustrate the effect.

   riding a bicycle carelessly - causes accidents
   not coming directly home - causes punishmnnt
   being selfish with a new toy - causes loneliness
   doing your share at home - causes happiness
   using tools carelessly - causes accidents
   changing of seasons - causes change of outer wear

3. Give a multiple choice test to measure the pupil's understanding of simple cause and effect relationships.

   A. If farmers do not plant seeds this spring, then
      1. they will need a tractor
      2. their crops will not grow
      3. there will be no rain all summer

   B. Because people started using machines 100 years ago to make things, they discovered
      1. they should eat the four basic foods each day
      2. they could move goods faster by boat than by horses
      3. they could make more products in less time with machines

4. In a magic circle, ask, "If I gave you all 1/2 hour of free time right now to spend as you wish, do you think everyone in the class would decide to do the same thing? Why, or why not?" In the discussion, note each child's understanding that a decision involves choices based upon a person's interests and values.

5. Discuss Mark's problem with the children and indicate on a scale of 1 - 5 the pupil's position on commitment to a promise.

"Mark promised his mother that he would help at home by doing the dishes all week. The second day he did not do the dishes for one of the following reasons. Was he doing the right thing to break his promise?"

a. The house burned down.
b. His mother asked him to go to his grandmother's on an errand instead of doing the dishes.
c. Someone else in the family offered to do the dishes for him.
d. His friend came over to visit.
e. He had some homework to do.
f. His favorite TV program all week was on.
g. He felt like watching TV instead of doing the dishes.
h. He didn't want to do them anymore.

INTERMEDIATE

1. Select 10 study prints which indicate that a problem exists. Have the students write a one-sentence description of the problem pictured. Examples of pictures: children arguing or teasing, litter, a careless act, etc.

2. Have each student prepare a report on how a natural resource is made into a product. Information should be organized in sequence such as, the product and how it is obtained, transportation to a factory, and the manufacturing process.

3. Have each student prepare a chart on the various kinds of transportation, and list the advantages and disadvantages of each.

4. Have each small group determine the average number of books per student in the group. Note those who are able to organize for action.

5. Ask each child to tell about a time when he, or someone else, did what he thought was best and it turned out wrong. Then, have him tell what could have been done differently to make it turn out right.

GOAL IV   WORK AWARENESS

PRIMARY   THE STUDENTS WILL GAIN KNOWLEDGE OF WORKERS IN THE HOME, SCHOOL, AND COMMUNITY.

INTERMEDIATE   THE STUDENTS WILL IDENTIFY THE PERSONAL AND ENVIRONMENTAL FACTORS WHICH INFLUENCE A WORKER.

OBJECTIVES

PRIMARY: The students will identify a number of workers in the home, school and community.

The students will recognize that many careers are related.

The students will list three or more responsibilities of a number of workers.

INTERMEDIATE: The students will continue to identify, classify, and gain information about many careers.

The students will identify a number of personal and environmental factors associated with a variety of careers.

GOAL IV WORK AWARENESS ACTIVITIES

PRIMARY

OBJECTIVE: THE STUDENTS WILL IDENTIFY A NUMBER OF WORKERS IN THE HOME, SCHOOL, AND COMMUNITY.

ACTIVITIES

Parents' Careers

Have the children interview their parents and then dictate stories about their jobs. Attach each story to the child's drawing of the parent at work. If a parent is not working, let the child find out about a previous career or a career goal of that parent or another significant adult in his life. [Family]

Our Mothers' Jobs

Have the children assist in the making of a classroom chart on careers such as the one below:

OUR MOTHERS' JOBS				
Name	Job	Uniform?	Tools?	Duties

[Family]

Our School Workers

Display labeled snapshots of every school employee who serves the children in the building. Display the pictures in the school lobby. [School]

School Tour

After listing the workers in the school, make a tour of the building and talk with the employees. Review the jobs with a chart story or bulletin board picturing the workers. [School]

Neighborhood Workers

Make a map of the neighborhood. Use the map to locate and identify the workers in the area. Or, let the children paint the exterior of an old refrigerator carton on four sides - North, East, South, and West - picturing the places of business found in the neighborhood. [Community]

ACTIVITIES

Hat Display

Have each child bring a hat to class and tell about the worker who uses it. [Community]

Career Flash Cards

Let the pupils help prepare a set of 4x12 cards with job titles. Pass the cards to the children secretly and let them pantomime the careers for the class to guess. Tape or pin a card to a pupil's back and let the child ask 20 questions to discover the career. Cards may also be used for vocabulary practice. [Vocabulary]

"I See" Career Game

To introduce a variety of careers, play this guessing game. "I see." "Whom do you see?" "I see someone writing a book. Who is he/she?" Answer: author. [Vocabulary]

Business District

Take a walking trip to the downtown area. Visit five or six small stores. Let the children talk with the workers and learn what they do. Follow up activities may include listing the workers, drawing pictures, writing a chart story, and using toy telephones to role play the workers offering goods and services. [Community]

Bus Tour

Hire a bus and tour the metropolitan area. Identify the residential, business, and industrial areas. Let the bus serve as the classroom as the class learns about the community. [Community]

ACTIVITIES

Pantomime

Identify a number of careers in the construction industry and let the children pantomime a worker for the class to guess the identity. Examples: carpenter, plumber, mason, earth mover, architect, electrician, etc. [Construction]

Movie Making

Have the children draw a series of pictures depicting workers involved with the raising, transporting, processing, and distributing of food. Paste the pictures in a strip to make a "movie." Share the movie with another class. [Food]

Dramatization

Have the children plan and present a costumed play on hospital workers. Each child represents a different hospital worker. [Health]

Puppet Show

Use paper bag puppets to dramatize the work and lifestyle of people who work underground. Correlate the activity with the story "Holes! Holes! Holes!" in Through Happy Hours. [Community Helpers]

OBJECTIVE: THE STUDENTS WILL RECOGNIZE THAT MANY CAREERS ARE RELATED.

ACTIVITIES

Workers' List

Following a field trip to the supermarket, make a list of all the workers observed. [Supermarket]

Bulletin Board

When studying a topic such as Animals, display pictures of workers in that field. [Animals]

Diorama

Following a visit to the dentist's office, let the children prepare shoebox dioramas to illustrate the workers they saw. [Dentist]

Research

While studying a unit on Community Helpers, take the children to the library and help them gather information on their careers. Work with the school librarian in advance to make certain there are sufficient materials available. [Library Skills]

OBJECTIVE: THE STUDENTS WILL LIST THREE OR MORE RESPONSIBILITIES OF A NUMBER OF WORKERS.

ACTIVITIES

Career I.D.

Have the students print their surnames in large letters on construction paper. Then decorate the letters and background with drawings related to a chosen career. [Self Awareness]

What's Your Bag?

Have the children think of a career, find pictures relating to it, paste the pictures on a small bag, and wear it as a hat. Let the classmates guess the career. [Self Awareness]

Collage

Have the children help locate pictures of professional athletes. Prepare a collage for the bulletin board. Discuss the skills and training required of a professional athlete. [Athletics]

Tool Exhibit

Have the children contribute to a classroom display of carpenter's tools. Write chart stories about each tool and its use. Invite a carpenter, handyman, or the school janitor to demonstrate some of the tools. Let the children practice fashioning model tools from clay. [Construction]

ACTIVITIES

Field Trips

Visit a place of business associated with the needs and interests of the class. Interview the workers to determine their responsibilities and the training required for their work. Consult the Community Resource File for places to visit. [Community]

Resource Persons

Invite workers to class and have them describe their work and answer questions about their responsibilities. Use parents, friends, other teachers, or consult the Community Resource File. [Community]

Farm Mural

After listing the tasks of a farmer, make a mural showing the things that must be done on the farm each day and each season. [Farm]

Community Helpers Unit

To reinforce learnings about any community helper, let the children dramatize the role of the worker. They may make and wear a hat or use Puppet Playmates by Instructo. See the wide selection of materials on community helpers in the library. [Community]

OBJECTIVE: THE STUDENTS WILL CONTINUE TO IDENTIFY, CLASSIFY, AND GAIN INFORMATION ABOUT MANY CAREERS.

ACTIVITIES

Recording

When the class goes on a field trip, provide the students with a booklet in which they can make notes. Indicate the letters of the alphabet on one page, and have the students list all the careers they observe while traveling. [Alphabet]

Model City

Have the children build a model city from cardboard boxes or toys brought from home. Make and position labeled images of the workers in the city. Use the images as finger puppets and role play each worker's task. [Community]

A - Z Careers

Have the children locate newspaper articles about workers. Paste them by job titles in alphabetical order. Keep hunting for "Q" and "Z." Read What Will I Be From A to Z by National Dairy Council. [Alphabet]

Rebus

Have the children prepare a rebus for a career name and allow classmates to guess it. Motivate with the Career Flash Card Rebus by CFI. [Rebus]

Career Match Game

Cut out pictures of 25-30 workers and mount them on cards. Have the children look up and write a description of one worker on another card. Include both obvious and little known information. When the student reads the description, the class will attempt to match it to the picture. [Reporting]

Yellow Pages

Refer to the yellow pages in the telephone directory to find a list of careers in the area. Have the students find five new occupations and look them up in the dictionary. [Dictionary]

ACTIVITIES

Flow Chart

Diagram the progress of a food item such as wheat, from production to a farm, its transportation to the mill, the processing and manufacture of a product, and its final distribution to the consumer. [Food]

Wall Chart

Make a diagram of government careers at local, state, or federal levels. [Government]

List

With the students, prepare a list of careers related to agriculture. [Farm]

Discussion

Discuss "Which careers other than a forest ranger allow a person to work in the wilderness?" Use the Dictionary of Occupational Titles for suggestions. [Environment]

Mini Trips

Plan a series of mini trips around a related career such as education. Let some students visit the school board, others visit the superintendent, others visit the high school principal or college president. The class will then prepare a combined report on the workers in education. [School]

Class Career Booklet

Have the class prepare a list of workers in a hospital and research the responsibilities and requirements for employment for each worker. The reports may be compiled in a class booklet with illustrations. [Health]

ACTIVITIES

Career Notebook

Have each student select a career and collect pictures about the career for a notebook. Each picture must have a caption written with at least one complete sentence.
[Creative Writing]

Learning Station

Set up a career station in the classroom. Change the assignments weekly. Have the students research careers related to the content subjects or view filmstrips on work from the library. [Reporting]

Bulletin Board Collage

Combine pictures and items used by a gardener: tools, seeds, plants, peat moss, fertilizer, soil, etc. [Plants]

Law Unit

Have a lawyer come and speak to the class. Then, arrange for the class to visit court. [Law]

Interview/Report

Following a discussion of interview techniques, have each student prepare and conduct an interview with a worker. Have the students photograph and tape record the interview and then prepare a presentation for the class. [Interviewing]

What's My Line?

Have each student secretly research a career. When prepared, the student sits before the class and is questioned about the work. The class is given three minutes to identify the line.
[Research]

OBJECTIVE: THE STUDENTS WILL IDENTIFY A NUMBER OF PERSONAL AND ENVIRONMENTAL FACTORS ASSOCIATED WITH A VARIETY OF CAREERS.

ACTIVITIES

Haiku

Have the students capture the essence and feeling of a particular career in Haiku verse. [Poetry]

Shadowing

Arrange for the students to shadow different school workers. Have them observe or assist the secretary, janitor, librarian, kindergarten, music, art, or physical education teacher for part of a day. Let the students share their feelings about the work observed. [School]

Resource Persons

Invite parents to speak about their work, and explain how every job requires a particular temperament and aptitude. [Self Awareness]

Discussing Aptitudes

After reading "What's Going On Here?" from Open Highways, discuss the responsibilities, and the physical and mental conditioning required of a professional athlete. [Self Awareness]

ACTIVITIES

Guest Speaker

Invite a personnel manager or employer to speak to the class and answer the following questions: How important is attitude in any job? How important is team work? What do you do if you do not like your job? [Self Awareness]

Group Discussions

Have the students discuss what difference it makes whether people are on time at their work...whether they do their best...whether they have good health...whether they get along well with other people. [Value of Work]

Changing Careers

Invite persons who have had two or more careers to speak to the class and discuss their reasons for making a career change. [Decision Making]

Movin' On

Discuss the reasons people move. Have the students name some careers in which they would expect to move several times, and name others which require permanence. Correlate the discussion with "Making A Start" from Magic Word. [Decision Making]

ACTIVITIES

A Cowboy's Lifestyle

Have the class compare the lifestyle of a cowboy with that of their fathers'. Discuss the environmental factors that influence careers. Are there cowboys in Maine? Correlate this discussion with the reading of "The Prairie Fire" from High Roads. [Lifestyle]

Historic Tour

Visit local sites of industries of long ago. Discuss ways the environment influenced the economy. [History]

Discussion

Identify the work done by each of the three families in Mexico City studied in "Latin America," People in Change. Have the students explain how the environment influenced both job opportunities and lifestyle. [Latin America]

Data Chart

Have the class prepare a data chart to compare the occupations of the six families studied in Unit I of People in America with their environment and lifestyle.

FAMILY	WORK	ENVIRONMENT	LIFESTYLE
Wheeler			
Knight			
Torres			
Swenson			
Iule			
Wong			

[United States]

GOAL IV WORK AWARENESS EVALUATIVE TECHNIQUES

PRIMARY

1. Have the children draw pictures of their parents, or other significant adults in their lives, at work.

2. Have the children match sketches of school workers with their job titles.

3. Have the children assist in compiling a class list of community careers.

4. Each third grader will be able to list twenty different careers without assistance in fifteen minutes.

5. Given a group of careers, the child will be able to identify one which is not closely related to the others.

   Example: Nurse...Doctor...Waiter...X-Ray Technician...Pharmacist

   Farmer...Dairyman...Grocer...Truck Driver...Secretary

6. Have each child draw a picture of a worker and tell the class three responsibilities of the worker.

7. Have the children match ten careers with ten definitions of workers they have studied.

8. Have each child write a paragraph describing three responsibilities of a particular worker, such as a telephone lineman.

INTERMEDIATE

1. In five minutes, the student will list 25 different careers.

2. Given a scrambled list of 16 careers from 4 career families, the student will classify the careers.

   Example:

sculptor	carpenter	secretary	cashier
musician	plumber	file clerk	produce manager
artist	electrician	typist	meat cutter
silversmith	mason	office manager	shelf stocker

3. The student will prepare a written report on a career. He will include the responsibilities, working conditions, training and aptitudes required, and list the advantages and disadvantages as he sees them.

4. Given 4 geographic locations the student will match a variety of career options with the particular geographic locations.

   Example:

urban	rural	woodlands	mountains
manufacturing	farming	forestry	mining
transportation	ranching	game warden	recreation

5. The students will use the continua below to position the following workers, thus demonstrating their understanding of the personal and environmental factors associated with certain careers.

TEACHER FOOTBALL PLAYER COWBOY FACTORY WORKER

Works regular hours |____|____|____|____|____|____| Has no schedule

Works Alone |____|____|____|____|____|____| Works with Others

Works Indoors |____|____|____|____|____|____| Works Outside

Works with brain |____|____|____|____|____|____| Works with hands or body

Travels widely |____|____|____|____|____|____| Never Changes Location

GOAL V MANIPULATIVE SKILLS

PRIMARY	THE STUDENTS WILL DEVELOP THEIR PSYCHOMOTOR SKILLS.
INTERMEDIATE	THE STUDENTS WILL IMPROVE THEIR PSYCHOMOTOR SKILLS.

OBJECTIVES

PRIMARY:	The students will develop their psychomotor skills through participation in the following areas: cooking, crafts, gardening, physical education, sewing, and woodworking.
INTERMEDIATE:	The students will improve their psychomotor skills through participation in the following areas: cooking, crafts, gardening, photography, physical education, sewing, and woodworking.

GOAL V MANIPULATIVE SKILLS ACTIVITIES

PRIMARY

OBJECTIVE: THE STUDENTS WILL DEVELOP THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN COOKING.

ACTIVITIES

Open-faced Sandwiches

Cut fancy shapes of bread with a cookie cutter. Spread with soft cheese, and decorate with raisins, olives, radish, green pepper, or carrot slivers. [Cooking]

Jello Party

Prepare a gelatin dessert or an instant pudding. The children will measure, stir, and pour the liquid. [Cooking]

Applesauce

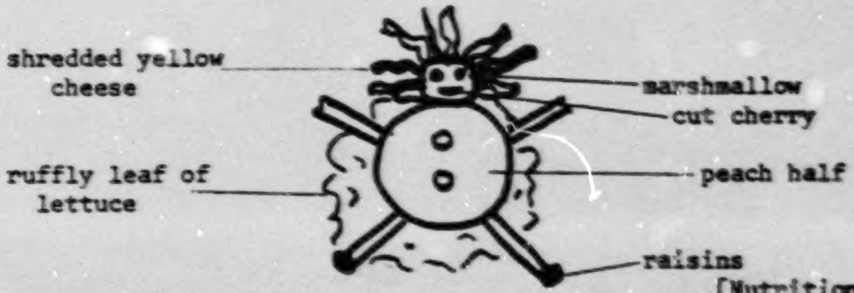
Cut, pare, and cube two apples. Soak the apples in a salt water solution for 1/2 hour. Place the apples, 1/4 cup of water and 1 tablespoon of lemon juice and 2 tablespoons of sugar in a blender. Blend at high speed. This will serve 4 or 5. Under supervision, the children will use a paring knife. [Food]

Make a Meal

Correlate with Alphatime, Mr. M. Prepare muffins with margarine, macaroni with meat sauce, marshmallows, and M & M's. The children will stir and measure the ingredients, set the table, and share the meal. [Alphatime]

Doll Salad

Have the children make a salad such as the one shown below.



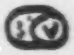
[Nutrition]

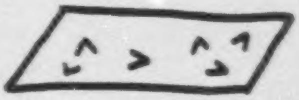
OBJECTIVE: THE STUDENTS WILL DEVELOP THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN CRAFTS.

ACTIVITIES

Potato Printing

Carve the letter "V" in a potato to make a stamp. Dip the potato stamp in poster paint and make a design. The children will use a knife under supervision. Correlate with Alphatime, Mr. V. [Crafts]





Model Building

Make a model farm using paper mache or clay animals, Lincoln Logs, and an Erector Set. Correlate with "Farm Life" unit in Science for Work and Play. [Farm]

Landforms Collection

Have the children locate, cut, mount and label pictures of landforms and water bodies. [Landforms]

Origami

Fold and cut paper to make a star, pig, dog, or crow. Correlate with "Paper Magic" from More Than Words. [Reading]

Glider Contest

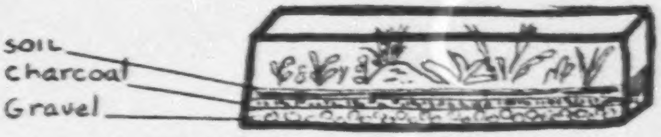
Have the students construct and fly a model glider. Correlate with "The Wright Brothers" in More Than Gold. [Aviation]

OBJECTIVE: THE STUDENTS WILL DEVELOP THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN GARDENING.

ACTIVITIES

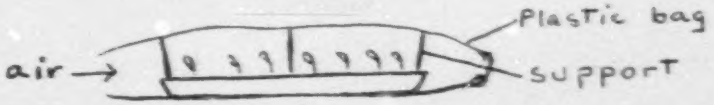
Terrariums

Gather moss and small berry plants and evergreens from the woods in the early fall. Place the plants in a terrarium partially filled with charcoal, gravel, and soil. Cover with plastic or glass. Remove the cover an hour each day for air circulation. [Plants]



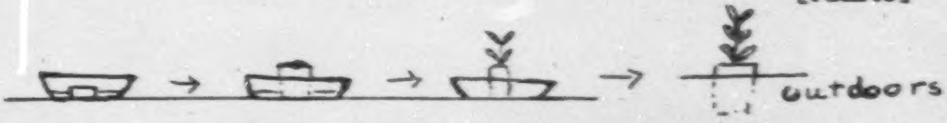
Cuttings

In February or March, take cuttings of geraniums, Christmas cactus, begonias, etc., and dip the growing end into a rooting powder. Put the cuttings in moist vermiculite or clean soil for 2-3 weeks. Cover lightly with a plastic and keep away from bright light. Transplant into individual pots when the roots develop. [Plants]



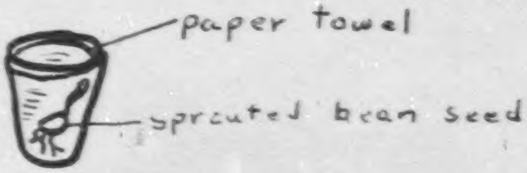
Seedlings

Provide the children with Jiffy Wafers in 1 cup plastic containers. Add water and watch the Jiffy Pot grow. With a pencil, punch a hole in the top and plant a marigold seed. When the seedling is mature (about 2 1/2") the plant and pot may be planted outdoors. [Plants]



Root Growth

Put a few bean seeds in a plastic tumbler lined with damp paper toweling. Keep the container out of the light. Observe the development of the root system. [Plants]



OBJECTIVE: THE STUDENTS WILL DEVELOP THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN PHYSICAL EDUCATION.

ACTIVITIES

Duck, Duck, Goose

The children squat in a circle. "It" walks around the outside of the circle tapping the children's heads and saying, "Duck, duck, goose." When the child says "Goose," the one who is tapped chases "It" around the circle and tries to tag "It" before "It" reaches "Goose's" empty place in the circle.

[Physical Education]

Magic Carpet

Place carpet squares in scatter formation on the floor. Each child moves from square to square as the music plays. Remove one square and stop the music. Each child must locate and sit on a square. Variations: Have the children jump, hop, skip, pass a bean bag around their bodies as they move.

[Physical Education]

Rope Activities

Provide each child with a rope 6' - 8' in length. Lay the rope on the floor and walk on it as if it were a tight rope, forward, backward, eyes closed. Jump over the rope; hop from side to side; straddle the rope, jump into the air, spin and land straddling the rope; make several little circles and put a body part in each circle. Double the rope and swing it in a large figure 8.

[Physical Education]

Routine

Create a routine to music and have the children practice and perform it. The routine may involve bouncing, throwing, catching, dribbling balls, or bean bag tricks, calisthenics, or rope jumping.

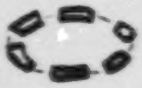
[Physical Education]

OBJECTIVE: THE STUDENTS WILL DEVELOP THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN SEWING.

ACTIVITIES

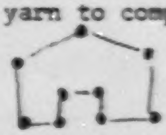
String Macaroni

Color macaroni and spaghetti pieces with food coloring and make necklaces and bracelets. [Crafts]



Sewing Cards

Make a numbered outline on oaktag or light cardboard. Have the children stitch with yarn to complete the picture. [Crafts]

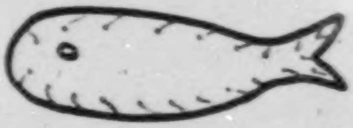


Sew on a Button

Provide the children with threaded needles, cloth, and buttons. Have them practice sewing the buttons on the cloth. [Crafts]

Stitching a Fish

Cut two outlines of a fish about 14" long. Stuff the layers with crumpled paper. Have the children stitch with darning needles and yarn around the edge, and then paint the fish. [Crafts]

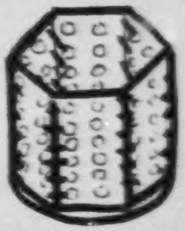


Burlap Sampler

Have the children draw a scene on a 9x12" piece of burlap. Use colored yarn to fill in the design. [Crafts]

Egg Carton Waste Basket

Use a whip stitch or a series of knots to join 6 colorful egg cartons in an upright hexagon. Glue the base to a paper plate. [Crafts]



OBJECTIVE: THE STUDENTS WILL DEVELOP THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN WOODWORKING.

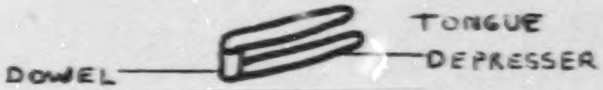
ACTIVITIES

Tool Kit

Introduce the children to woodworking tools. Demonstrate their proper use. Let each child practice using the hammer, vise, saw, file, plane, and screwdriver. [Woodworking]

Field Trip

Visit the industrial arts department at the junior high school. Under the direction of the teacher there, have the junior high students help the primary children in making a simple object such as a toast lifter. [Woodworking]

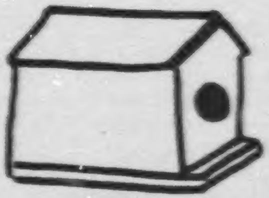


Wood Sculpture

Collect small wood scraps from a local industry, carpenter, or the industrial arts department. Sand, then glue, the scraps of wood together to create a design or a toy boat, train or car. [Woodworking]

Bird House

Follow a pattern, use hand tools, and build a bird house. [Woodworking]



OBJECTIVE: THE STUDENTS WILL IMPROVE THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN COOKING.

ACTIVITIES

Prepare Breakfast

Use committees to plan the menu, solicit utensils, price the foods and make a cost estimate, shop, set up the cooking and eating areas, prepare and cook the food, and clean up. Correlate with math, health, safety, or social studies. [Nutrition]

Recipe Conversion

Have the students use a set of metric measuring utensils and convert the following recipe for Waldorf Salad.

2 cups of cut up apples
1/2 cup pineapple bits
1/4 cup raisins
1/4 cup walnuts
1/8 cup salad dressing [Metrics]

Math Magic

At a learning station have each group use fractional measures to prepare 1/2 a recipe for gelatin dessert. [Fractions]

Maine Recipes

Have groups prepare different recipes using Maine agricultural products. Suggested items are potatoes, eggs, chicken, fish, and clams. [Maine]

Ice Cream Production

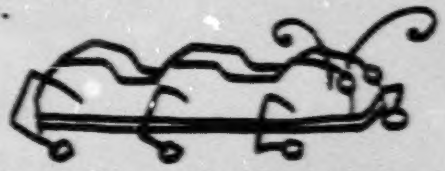
Visit an ice cream plant. Then, make ice cream in the classroom. Compare the two techniques used in making ice cream. [Manufacturing]

OBJECTIVE: THE STUDENTS WILL IMPROVE THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN CRAFTS.

ACTIVITIES

Caterpillar Bug

Use an egg carton, pipe cleaner, and scraps of construction paper to make a caterpillar. Correlate with the science unit on insects. [Insects]



American Crafts

Review Unit I, People in America, and prepare an exhibit of the crafts mentioned as being pleasurable to each family. [United States]

Paper Weaving

Make place mats from paper strips. Correlate with "Latin America" from People in Change. [Latin America]

Paper Mache

Make hand puppets, life sized animals, or giant objects, such as a tooth and toothbrush. [Crafts]

Nature Craft

Gather grasses, clay, wood, rocks, and moss. Fashion decorative objects, such as paper weights or arrangements. [Plants]

Crafts Fair

Invite several craftsmen or artists to demonstrate their crafts. Let members of the class observe and try their hands at a new skill. [Crafts]

OBJECTIVE: THE STUDENTS WILL IMPROVE THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN GARDENING.

ACTIVITIES

Experiment

Select 12 healthy, matched bean plants. Add the recommended dosage of fertilizer to 6 test plants and omit the fertilizer from the 6 control plants. Make observations and keep records. [Decision Making]

Landscaping Project

Have the class plan a project to beautify the school or community. Students may plant a tree, spring bulbs, or annuals, such as petunias or marigolds. [Plants]

Green Thumb Corner

If there is no school greenhouse, select a sunny location where gardening materials may be stored. Let students start seedlings, make cuttings, and raise plants for gifts, plant sales or outdoor plantings. [Plants]

Garden Show

Hold a school garden show in cooperation with the local garden club. Have sections for horticulture (plants, seedlings and specimens) and for artistic design (flower arrangements). [Plants]

OBJECTIVE: THE STUDENTS WILL IMPROVE THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN PHOTOGRAPHY.

ACTIVITIES

Slide Story

Use an instamatic camera to make a set of slides which will tell the story of workers in the community. [Work Awareness]

Movies

Let the students plan and film a dramatic sequence with a super 8 movie camera. [Reading]

Photograms

A photogram is made by placing any object on a sheet of photographic paper and exposing the paper to light. To make a photogram, follow these steps:

1. In total darkness, place an object on a sheet of photographic printing paper such as Kodabromide or Polycontrast.
2. Expose the paper to the light for a few seconds.
3. Place the exposed paper in a standard developer such as D-72 or Dektol diluted 1:2 with water, for about 1 1/2 minutes.
4. Transfer the paper to a stop bath, a weak acid solution.
5. Place the paper in a fix or hypo solution for about 5 minutes.
6. Wash the photogram in running water for one hour.
7. Dry the photogram in a blotter roll or heated drum dryer. [Photography]

Film Processing

Equip a lightproof closet as a dark room. Use a resource person to work with a small group to process black and white prints. [Photography]

Animation

Have the group decide on a theme they want to develop, such as colonial living, Maine, Australia, or How A Plant Grows. Prepare a background, scaled characters, and props such as waves, billows of smoke, splashes, etc. When all is ready, introduce the camera and the tripod. Explain how to focus, line up the shot, press the cable release on/off for a few frames. Others may move the characters slightly. Then, the camera cable release is again pressed briefly. They may make a title card for the beginning and signs reading "The End." [Photography]

OBJECTIVE: THE STUDENTS WILL IMPROVE THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN PHYSICAL EDUCATION.

ACTIVITIES

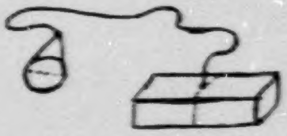
Shipwreck

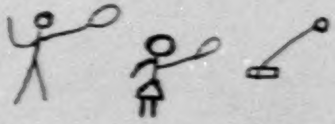
The students spread out in scatter formation. Four directions are identified as port, starboard, bow, and stern. A captain is chosen who gives the orders. On command, the group must face in the correct direction. Other commands: "Boom coming over" - lie on the floor; "All hands on deck" - place hands in a designated circle on the floor; "Freeze" - remain still; and "Man overboard" - get a partner and hold hands.

[Physical Education]

Jokari

Purchase or make a Jokari paddle-ball game. Attach a 3 inch rubber ball to a brick with a 20 foot elastic.





Two players stand on the same side of the brick and take turns hitting the ball into space. The ball may bounce once on either side of the brick. [Physical Education]

Field Day

Two weeks before the event, divide all 4th, 5th, and 6th graders into equally matched teams of 20 persons. Appoint a captain for each team; post a list of events for the Field Day; let the teams decide who will represent them in each event. No one person may enter more than 8 or less than 5 events. Eight, six, or four points are awarded for 1st, 2nd, or 3rd place in each event.

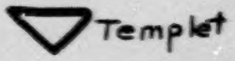
Individual Events Boys/Girls	Team Events
600 yard run (boys)	Tug of war
400 yard run (girls)	Pyramid building
Softball throw	Water bucket brigade
50 yard dash	Water balloon over/under relay
Broad jump	Grease ball relay
High jump	Transport man on a mat
Hurdle	200 yard relay
Pony ride	Circle toss relay

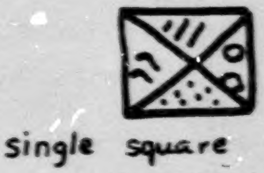
[Physical Education]

OBJECTIVE: THE STUDENTS WILL IMPROVE THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN SEWING.

ACTIVITIES

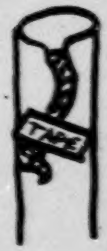
Patchwork Quilt



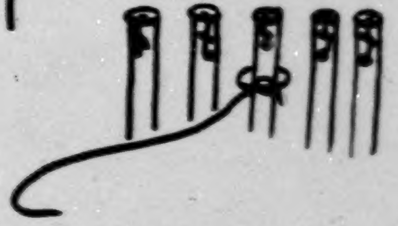


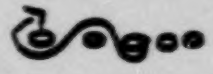
Have each student design blocks of uniform size on paper. Make cardboard templets for each piece of the design. Add 1/4" to the size of each design piece. Trace the templets onto the fabric. Cut and stitch the pieces together, folding under 1/4". The students may embroider or mark their names on their squares. Have a committee join all the squares, and then pin a filler and backing to the front. Have a parent machine stitch around three sides; turn, so the right side is out, and slip-stitch the final seam. Use yarn to tack the front to the back with square knots. See Quilting and Patchwork, a Sunset Book, for further directions. [Pioneers]

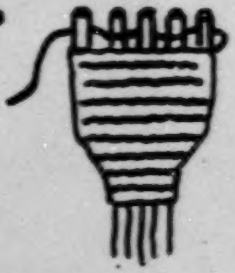
Weaving: A Belt on a Drinking Straw Loom



Use 5 half straws - each threaded with a heavy cord on a string about 5" longer than the finished belt should be. At the top of each cord, make a knot and cut a slit in the top side of each straw; catch the knotted cord in the slit. (Tape the knot to the straw for added security!) Hold the 5 straws with the cords hanging down; tie the weaving yarn onto the end of the middle straw and weave down over the top in a figure eight motion - back and forth.







As the straw fills up, push some of the weaving down onto the cords. Continue weaving until the belt is as long as you wish. Knot the cords at the bottom. Pull off the straws and knot the top. [Indians]

OBJECTIVE: THE STUDENTS WILL IMPROVE THEIR PSYCHOMOTOR SKILLS THROUGH PARTICIPATION IN WOODWORKING.

ACTIVITIES

Plaques

Outline a simple figure on a scrap of 1" board. Hold the board in a vise. With the coping saw, surform tool, file, and sandpaper, fashion the shape. Keep the back side flat and mount the finished figure on a piece of plywood with glue. The plaque may be finished with varnish, oil, wax, shoe polish, or linseed oil. [Woodworking]

Wood Stamping

Make "punches" out of large nails called spikes. Cut the sharp end off with a hacksaw and file a simple design on the blunt end. Draw a design on a piece of wood. Use the punch to stamp texture in the design. The stamping is done by hitting the spike with short, sharp blows in a regular way to cover the space evenly. Rub finished piece with stain, letting it darken in the stamped areas. [Woodworking]

Jewelry

Plan a small, delicate design. Cut out the piece with a coping saw. Shape it gently with rasps and files. For hollow spaces, remove the blade from the coping saw, insert it through a drilled hole, and saw out the inside space. Sand, finish, and add pin or earring backings. For pendants, drill a hole and hang on cord or rawhide. [Woodworking]

3-D Sculpture

Have each student plan a simple shape to fashion from wood. Put the wood in a vise and saw off as much waste as possible. Round with a surform file. Make sure the grain runs with the thin sections. Smooth the sculpture with files and sandpaper. Finish as desired. [Woodworking]

GOAL V MANIPULATIVE SKILLS EVALUATIVE TECHNIQUES

PRIMARY

1. Have each child demonstrate the correct use of a variety of cooking utensils such as a knife, fork, grater, measuring spoon and cup.

2. During the regular art lessons, evaluate the pupils' fine motor skills as satisfactory or unsatisfactory in the use of scissors, paste, crayons, paint, and other craft materials.

3. Prepare a check list of fine and gross motor achievements. Let the pupil assist in self evaluation.

   ___ Pours liquids and dry ingredients without spilling them

   ___ Follows a line in cutting paper with scissors

   ___ Digs a hole of appropriate size to plant a seedling or a tree

   ___ Threads a needle

   ___ Joins two pieces of material with a running stitch

   ___ Smooths a piece of wood with sandpaper

4. Use a checklist of specific psychomotor skills such as those listed on the Psychomotor Mastery Record Card from the Maine State Department of Education and Cultural Services. Keep records of each pupil's mastery of skills in Balance, Spatial Relationships, Identification of Body Parts, Manipulation, Locomotor Movements, Eye/Hand/Foot Coordination, Agility, Strength, etc.

INTERMEDIATE

1. Evaluate the students' ability to demonstrate fine motor skills as they prepare a recipe. They should measure with accuracy, handle the ingredients comfortably, and use all utensils properly.

2. Following any craft lesson presented, such as painting, modeling, paper mache, or weaving, evaluate each student's coordination skill as follows:

   Unsatisfactory - needs further practice or maturation

   Satisfactory - demonstrates reasonable performance

   Outstanding - shows a high degree of fine motor coordination

3. Prepare individual charts on physical education skills for each student. Let the students keep records of their own progress.

   Name ______________________________

SKILL	April 15	May 1	May 15	May 30
Broad Jump				
Ball Throw				
50 yd. Dash				
1/4 Mile Run				

GOAL VI ECONOMIC AWARENESS

PRIMARY THE STUDENTS WILL UNDERSTAND THAT PEOPLE ARE PAID FOR THEIR WORK AND USE THAT MONEY TO SATISFY THEIR NEEDS AND WANTS.

INTERMEDIATE THE STUDENTS WILL RECOGNIZE THAT EACH INDIVIDUAL IS A CONSUMER, PRODUCER, AND CITIZEN, AND AS SUCH HAS CERTAIN RIGHTS AND RESPONSIBILITIES.

OBJECTIVES

PRIMARY: The students will understand that people are paid for their work and use that money to satisfy their needs and wants.

INTERMEDIATE: The students will recall that occupation and salary are related.

The students will recall that specialization creates an interdependent society.

The students will recall that all citizens have the responsibility for the success of the American economic system.

OBJECTIVE: THE STUDENTS WILL UNDERSTAND THAT PEOPLE ARE PAID FOR THEIR WORK AND USE THAT MONEY TO SATISFY THEIR NEEDS AND WANTS.

ACTIVITIES

Main Street Walking Tour

Have the children visit five or six stores in a small business district. In the classroom list the workers observed. Tell the children these workers are paid wages. Ask, "What might these workers buy from each other's stores?" With play money role play the receiving of salary and the purchase of goods. [Money]

Food Distribution Center

Have the class tour a wholesale food distributor's warehouse. Observe where the goods are received, stored and dispatched. In class, discuss the number of times a product changes ownership from the field to the table. [Food]

Play Store

Set up a store with pictures, models, and clean used packages and cans. Classify items as produce, meat, dairy products, and staples. Price all items. Borrow a cash register and use play money to make purchases and make change. [Food]

Apple Sale

Have the class visit an apple orchard, pick and purchase a bushel of apples. At school, have the children polish and sell the apples and figure their profit. [Food]

OBJECTIVE: THE STUDENTS WILL RECALL THAT OCCUPATION AND SALARY ARE RELATED.

ACTIVITIES

Treasure Hunt

Have the class prepare a list of careers and guess the annual salary or hourly wage of each. Then let them use the Occupational Outlook Handbook to locate the actual salary.

[Work Awareness]

Work I Can Do

Following a class discussion, have each child fill in the chart below.

Work: How can you earn money? (paper sales, recycling bottles, entertainment, crafts, house and garden chores)

Restrictions: Are there problems or restrictions? (time, transportation, equipment)

Feelings: How do you feel while working?

Use: How will you use the money you earn?

Chart:

Work	Restrictions
Feelings	Use

This lesson may be correlated with People in America T.M., p. 27 and the ITV program "Treasure Hunt" from Bread and Butterflies.

[Self Awareness]

OBJECTIVE: THE STUDENTS WILL RECALL THAT SPECIALIZATION CREATES AN INTERDEPENDENT SOCIETY.

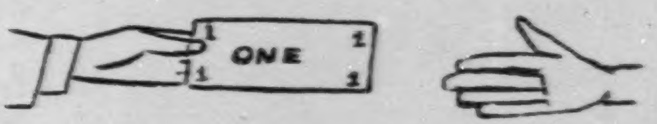
ACTIVITIES

Industrial Revolution Murals

Have the children make two murals: one depicting the colonial family unit which was a self sufficient unit; the other a community with shops and factories. [History]

Follow the Dollar

Pass a dollar bill from one to another around the class asking each student to tell where he got the dollar and how he spent it, i.e., first person gets it as change, spends it at MacDonalds; second person, counter girl, receives it as pay, spends it at K-Mart; third person, manager of K-Mart, pays for some toys ordered; fourth person, toy distributor, pays for parts needed in manufacturing toys, etc.



Waterfront Tours

Have the children take a series of mini trips to the waterfront to learn about the economic life in one part of the city. [Industry]

OBJECTIVE: THE STUDENTS WILL RECALL THAT ALL CITIZENS HAVE THE RESPONSIBILITY FOR THE SUCCESS OF THE AMERICAN ECONOMIC SYSTEM.

ACTIVITIES

School Store

Under adult supervision, let the students buy and sell school supplies or snacks in the school store. [Salesmanship]

School Fair

Let the class participate in the parents' school fair or plan their own. They may make and sell crafts, food, and operate recreation booths. [Salesmanship]

Assembly Line

Let the students select a product and organize a business to mass produce it. Stocks may be sold to raise money to purchase materials and inspectors should control the quality of each item. The price can be determined by making a cost analysis. Items may include greeting cards, paper weights, or wall hangings. [Industry]

Consumer Task

Have a group of students buy the materials needed for a class project. Discuss the money available, the quantity and quality of the item desired. [Decision Making]

Shopping Spree

Provide the class with a number of catalogues or newspaper ads. Working in groups, plan how to use $100.00 to buy clothing for a family of four. Let the groups compare their results. [Money]

ECONOMIC AWARENESS EVALUATIVE TECHNIQUES

PRIMARY

Prepare a simple quiz such as the following to test the child's understanding of the relation of work and money.

1. Y [✓ N] Do you think a storekeeper is lucky because everything in the store is free?

2. Y [✓ N] If it cost 2¢ a glass to make Kool Aid, will you earn any money if you sell it for 2¢ a glass?

3. [✓ Y] N Do you think teachers get paid to teach school?

4. [✓ Y] N Do you think firemen get paid every week whether or not there are any fires?

5. Y [✓ N] Do you think people should buy what they want first, and later on get the things they need?

6. [✓ Y] N Do you think most people today work to earn money and then use that money to buy things they need or want?

INTERMEDIATE

1. Arrange the following careers according to salary from highest to lowest.

    Truck Driver
    School Teacher
    Shoe Salesman
    Airplane Mechanic
    Leaf Raker
    Janitor
    Nurse
    Insurance Salesman

2. Have each student prepare a poster advertising a service he can offer and stating a reasonable hourly wage.

3. Have the students write a paragraph describing how their lives would change if their families were economically independent. The narratives should show understanding that they would have to make all their own supplies for food, shelter, and clothing.

4. Have the student trace in reverse the travels of a loaf of bread from the table to the field.

5. Have the students describe how they would apply the decision making process to the purchase of a new pair of roller skates.

6. If a merchant makes Italian Sandwiches and doesn't use good meat, what can the consumer do? Students should indicate that they can complain to the merchant, stop patronizing him, or report him to the local Board of Health or consumer agency.

GOAL VII VALUE OF WORK

PRIMARY THE STUDENTS WILL IDENTIFY WAYS THAT WORKERS ARE OF SERVICE TO THE COMMUNITY.

INTERMEDIATE THE STUDENTS WILL RECOGNIZE THAT INDIVIDUALS CAN FIND SATISFACTION THROUGH THEIR WORK.

OBJECTIVES

PRIMARY: The students will recall a number of workers and the ways they serve the community.

INTERMEDIATE: The students will recall the contributions made to society by a variety of workers.

The students will recall a variety of satisfactions they and others have gained through work.

OBJECTIVE: THE STUDENTS WILL RECALL A NUMBER OF WORKERS AND THE WAYS THEY SERVE THE COMMUNITY.

ACTIVITIES

Mural

Have the children plan and make a mural showing safety helpers at work. These include a policeman, crossing guide, parent, teacher, fireman, patrol boy, etc. [Safety]

Data Chart

Have children identify their parents' careers and list ways these careers contribute to society and the rewards the parent receives from the work.

Example:

Mr. Smith - Carpenter	
Helps others	Helps himself
Makes useful things	Earns money
	Enjoys his work

Product Display

At Thanksgiving time, make a classroom display of food products. Express appreciation for the workers who helped produce, package, and distribute our food. [Food]

ACTIVITIES

Table Top Model

Use Instructo's Community Helpers at Work Kit, Scholastic's finger puppets, or make models of community helpers to prepare a display of workers who provide services. Discuss each worker, then let the children use the figures to recall and recite about each worker's contribution to the community.
[Community Helpers]

"Live Wires" Bulletin Board

Display pictures of electrical products and the workers who make and service them. Discuss the difference between workers who deal with products and those who provide services. Discuss the importance of both kinds of workers. [Electricity]

Homemaker Filmstrip

Discuss the responsibilities of the parent who stays at home and cares for the needs of the family. Make a series of drawings of the homemaker from morning to night. Fasten them together and present a "filmstrip" to the class. [Family]

OBJECTIVE: THE STUDENTS WILL RECALL THE CONTRIBUTIONS MADE TO SOCIETY BY A VARIETY OF WORKERS.

ACTIVITIES

Environmental Unit

(1) Invite an environmentalist to speak to the class about pollution control or conservation.
(2) Visit a sewage treatment plant, conservation site or recycling plant.
(3) Make a bulletin board of articles on current environmental improvements.
(4) Play problem solving games such as "Ranger Rick Pollution Game" or the Coca Cola Ecology games.
(5) Present an assembly program with student created ecology flags, poems, and songs to emphasize concern for the environment. Each child will represent a worker who is concerned about the environment and tell how he aids conservation. [Environment]

Workers in the News

Have the students read any daily newspaper to locate articles that tell something someone did for society. Summarize information on a data chart.

Worker	Contribution
Lawyer	Defends people's rights

Then have the students write a paragraph on ways workers are of service to society. [Newspapers]

Field Trip

Visit a symphony concert, art museum, or theater. Discuss the contributions made by workers in the fine arts. [Art]

ACTIVITIES

Social Studies Discussion

When studying a different culture, discuss how the workers such as the tribesmen and women of the Mundurucu, People in Change, Latin America, Sequence 1, benefit the entire society. [Cultures]

Film

Observe a film on aviation and discuss the contributions of air line workers. See PRIME catalog: MP850 "Gate 73" and MP923 "Airplanes: A First Film." [Aviation]

Interview and Follow Up

When talking with any worker on a field trip or a class visitor, have the children ask, "What are the contributions of your business to the community?" In follow up discussions have the children recall these contributions in lists, prose, or an art form. [Work Awareness]

Great Moments in Medicine

Make posters depicting the contributions of health heroes. [Health]

OBJECTIVE: THE STUDENTS WILL RECALL A VARIETY OF SATISFACTIONS THEY AND OTHERS HAVE GAINED THROUGH WORK.

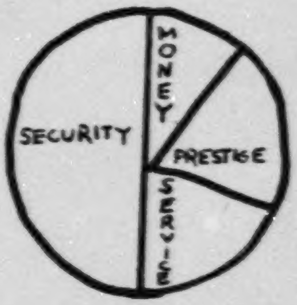
ACTIVITIES

Slide Report

Have the students work in pairs to interview and photograph a worker in all phases of his occupation. Have them ask the worker about his personal satisfactions and rewards in the job. Culminate the in-depth study with a slide presentation. [Work Awareness]

Values Circle

With the students prepare a list of rewards gained through work: money, prestige, approval, security, service to others, etc. On the blackboard or flannel board, make a circle with pie wedges for each reward. Let each student reproduce the circle to show the work values which appeal to him, or use the game "Life Goals" from Career Insights And Self Awareness, Houghton Mifflin.



[Self Awareness]

Guest Speaker

Invite a candy striper or other volunteer worker to explain his work and the satisfactions gained. [Values]

ACTIVITIES

Rank Ordering

Provide the students with a list of 20 workers and let them rank order the careers from high to low in prestige. This activity may follow a discussion of the story "A Pocketful of Pride" in Open Highways. [Work Awareness]

Evaluating a Project

After the completion of a class service project, discuss the personal satisfactions gained: praise, better looking school, happier people, efficient methods, working together, accomplishing a goal, etc. [School]

First Aid

Have scouts, or others who have had training in first aid, teach methods to the class. [First Aid]

Secret Buddy

Each pupil is assigned a secret buddy for a week. Every day the student will do something to help the buddy and keep a secret diary of attempts to be helpful. [Creative Writing]

VALUE OF WORK EVALUATIVE TECHNIQUES

PRIMARY

1. Ask the child to pantomime a community helper and show one thing (s)he does to help us.

2. Have the children draw a picture of a worker in their family, at school, and in the community and explain how each worker helps us.

3. Take a neighborhood walk and note those children who are able to recognize the contributions made to the area by workers, i.e., city workers made sidewalks, telephone workers brought in lines, manufacturers made cars, etc.

4. Present the children with a series of pictures of workers previously discussed and ask them to recall the contributions of each helper.

INTERMEDIATE

1. Prepare a matching test of careers and their social contributions.

   a. Health inspector - provides entertainment for people

   b. Musician - provides service for machinery

   c. Mechanic - ensures safe conditions in restaurants

2. Have the students create a play or story about what would happen if all the people in a particular career stopped working. The teacher will note the pupils' understanding of the contributions of the workers.

3. Have the student recall three satisfactions, other than money, which one may gain through work.

4. Have the students discuss or write about personal satisfactions they have received as a result of working.

GOAL VIII RELEVANCE OF EDUCATION

PRIMARY	THE STUDENTS WILL RECOGNIZE THAT SCHOOL IS A PLACE TO LEARN.
INTERMEDIATE	THE STUDENTS WILL RECOGNIZE THAT SCHOOLING IS NECESSARY FOR FUTURE CAREERS.

OBJECTIVES

PRIMARY:	The students will recognize that school is a place to learn.
INTERMEDIATE:	The students will demonstrate a positive attitude toward schooling. The students will demonstrate that what they have learned in school is of practical use to them. The students will associate specific school subjects with specific careers. The students will recall the specific educational requirements of a variety of careers.

PRIMARY

OBJECTIVE: THE STUDENTS WILL RECOGNIZE THAT SCHOOL IS A PLACE TO LEARN.

ACTIVITIES

School Tour

Make a tour of the school and visit all the workers in the building. Talk with teachers and others about their responsibilities. After the tour, discuss the importance of the workers and how they all help children to learn. Make a bulletin board on "Workers Who Help Us Learn." [School]

Rules Chart

Discuss the need for rules for the classroom, hall, basement, and playground. Involve children in making the rules. Use pictures and symbols to make a permanent room chart. [Decision Making]

Motivation for Learning

Before presenting a new unit, prepare a bulletin board with pictures indicating some areas to be taught. Have the children develop questions on things they would like to learn in the unit. [School]

ACTIVITIES

Review for Reinforcement

Before the children leave for home, take time to talk about the things they learned that day in school. Role play the child's answer to the parent's question, "What did you learn in school today?" [School]

What If?

Let the children imagine the consequences if there were no schools. [School]

Applied Learning

While on a field trip to the supermarket, have a treasure hunt for numbers, colors, shapes, familiar letters, and words. Examples: 9 Lives cat food, 7 Up soda, 3 Diamonds tuna, etc. [Food]

Achievement Badge

When the children are able to count to 200, they are allowed to wear badges stating, "I can count to 200." These they may keep and wear all week. [Math]

OBJECTIVE: THE STUDENTS WILL DEMONSTRATE A POSITIVE ATTITUDE TOWARD SCHOOLING.

ACTIVITIES

Task Groups

Divide into groups of 6 - 8 pupils to discuss "How will we use what we are learning in school?" Let a representative from each group list on the board 5 skills or learnings which the group has decided will be useful. [Oral Expression]

River Time Line

Illustrate the appearance of Maine's rivers from the 1600's to the 1900's on a pictorial time line. Recall that education is part of the solution to pollution. Discuss the importance of educating everyone to save Maine's rivers. [Environment]

High School Visit

Arrange a field trip to the business, science, or other department of the high school. Have the secondary teachers present interesting aspects of their departments. [Values]

Education: For What Purpose?

In class discussion, distinquish between the methods and purposes of education in a free society and a colonial society. Have students write a paragraph on "The Purpose of Education in a Free Society." Correlate the activity with Activity #35, T.M., "Latin America" from People In Change. [Latin America]

OBJECTIVE: THE STUDENTS WILL DEMONSTRATE THAT WHAT THEY HAVE LEARNED IN SCHOOL IS OF PRACTICAL USE TO THEM.

ACTIVITIES

Check-Out Cashier

Have students select items from a classroom model supermarket and total the sales at the check-out using arithmetic. Let another student check his work with a calculator. A cash register, available from Distributive Education, Reynolds School, may be used. [Money]

Measurement

Have students work in pairs to measure items in the classroom such as books, desks, floors, and windows using both English and metric units. [Measurement]

Percentage Practicuum

Have the students locate and display on a bulletin board newspaper ads using per cent. [Math]

Discussion

How would our daily lives be affected if there were no math concepts in society? [Math]

ACTIVITIES

Magic Circle

"What task can you perform now for which you had to have some training?" "How do you feel about that achievement?"

[Self Awareness]

Book Production

Pair each sixth grade student with a kindergarten child. Have each sixth grader interview the child and then write a book for and about that child. The book will be illustrated and laminated, then read aloud and presented to the child.

[Creative Writing]

Proofreading

Give the students a paragraph containing numerous errors to proofread, correct, and rewrite. Discuss the work of a proofreader.

[Newspaper]

Science Fair

Have the students select a project which requires the preparation of a science model or demonstration. In addition, have them use research materials to supplement the display. Discuss the value of knowing how to use research skills to gain information.

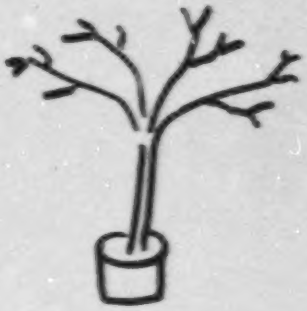
[Research]

OBJECTIVE: THE STUDENTS WILL ASSOCIATE SPECIFIC SCHOOL SUBJECTS WITH SPECIFIC CAREERS.

ACTIVITIES

Career Tree

Plant a young sapling in a bucket in the classroom. Designate each branch as a major school subject. Give the pupils paper leaves on which they write their parents' careers. Have the students staple the leaves to the branches which are most essential to the career. [Work Awareness]



Rank Ordering

Select ten careers at random. Discuss how much each worker would depend upon his ability to read. Rank order the careers according to their dependency on reading skills. [Reading]

Today's Writers

Have some students prepare a bulletin board of ten or more workers whose jobs require writing skills. [Creative Writing]

author
poet
insurance man
reporter
lawyer
minister
teacher
type setter

ACTIVITIES

Creative Dramatics

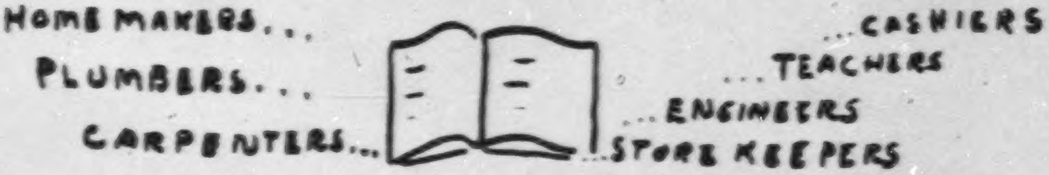
Following a lesson on the distinction between formal and informal language, have groups dramatize a baseball game with formal language and also a job interview using informal language and slang. Then discuss careers which require the use of formal language.
[Oral Expression]

Field Trip

When studying measures, have the class visit a construction site, machine shop, or fabric store to observe workers using measurement.
[Measurement]

Millions of Marvelous Mathematicians

Have the students search through occupational charts, newspapers, and the telephone directory to make a never-ending list of people who use math in their work.
[Math]



Discussion

Ask the class, "How would the material we learn in science be useful to an engineer (environmental worker, medical worker, physicist, teacher, businessman, housewife)?"
[Work Awareness]

OBJECTIVE: THE STUDENTS WILL RECALL THE SPECIFIC EDUCATIONAL REQUIREMENTS OF A VARIETY OF CAREERS.

ACTIVITIES

Interview

When a guest speaker makes a presentation about the world of work, have the children be prepared to ask questions about the educational requirements of the job, i.e., "What training was required before you could begin your work?" "Have you had further on-the-job training?" [Work Awareness]

Field Trip Follow-Up

Following a field trip, make a data chart listing the careers observed and the educational requirements for each. Arrange the data to show workers without a high school diploma, high school graduates, high school plus two years, high school plus four years or more. [Work Awareness]

Bulletin Board

Prepare a bulletin board picturing workers concerned with the environment. Under each picture indicate the educational requirement. [Environment]

Time Line

Plot significant medical discoveries from 1400 to the present time. Discuss the scholarly discipline needed for medical research. [Health]

RELEVANCE OF EDUCATION EVALUATIVE TECHNIQUES

PRIMARY

1. At the end of the week have the children recall three things they learned during the week.

2. At Thanksgiving time, make a class list of reasons we are thankful for our school. Note those children who recall that school is a place to learn.

3. Have the class build a miniature community. Ask them why (or why not) a school should be included.

4. Use puppets to dramatize Pinocchio or some character who runs away from school. Have a child convince the puppet to return to school.

INTERMEDIATE

1. Administer a pre-test and post-test to measure the development of a positive attitude of students over a period of time.

   Sample items:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
A. School will help me get a job some day.	SA	A	U	D	SD
B. I learn useful things in school.	SA	A	U	D	SD
C. If I had a choice, I would attend school anyway.	SA	A	U	D	SD
D. I expect to graduate from high school.	SA	A	U	D	SD
E. All people should attend school until they are at least 16 years old.	SA	A	U	D	SD

2. Have the students divide a piece of drawing paper in eight sections and make eight illustrations of things they are able to do today that they could not have done if they had never been to school.

3. Present the students with a series of pictures of workers and let them guess which school subjects the workers enjoyed when they were students. Evaluate the pupils' ability to justify their answers by relating a school subject to a career need.

4. Have the students recall four careers discussed in class and rank order them according to their educational requirements.

Social Studies
Language

Kindergarten

OFFICER FRIENDLY

1 2 3 4 5 6 7 8

OVERVIEW: Through a variety of activities, the children become aware of their responsibility for their own safety. They also gain an awareness of the work of a policeman.

INSTRUCTIONAL OBJECTIVES: Self Awareness: The students will demonstrate an awareness and appreciation of their ability to care for many of their physical needs.

Interpersonal Skills: The students will identify their roles as members of the community and will demonstrate a respect for the rights and feelings of others.

Decision Making: The students will demonstrate their ability to identify simple cause and effect relationships.

Work Awareness: The students will list three or more responsibilities of a policeman.

Value of Work: The students will recall a number of ways a policeman serves the community.

RESOURCES: Books

Alpha Time, New Dimensions in Education, Inc., 1972
Ginn Language Kit A, Ginn and Company, 1965
Green, Carla What Do They Do? Policemen, Harper Row, 1962
Lenski, Lois Policeman Small, Walch, 1962
Miner, Irene True Book of Policemen, Children's Press, 1954
Officer Friendly Work Book, Portland Police Department
Pope, Billy Let's Visit the Policeman, Taylor Publishing Company, 1967

Films/Filmstrips
"Meeting Strangers: Red Light - Green Light" (PRIME MP-367)
"Patch, the Pony"
"The Policeman"
"Policemen at Work"

Materials
"Model of an Intersection," South Portland Police Department
"People I Don't Know," Study Prints by BFA
"Playmate Puppets," Figures by Instructo

Resource People
School/Police Liaison Officer
A policewoman

Officer Friendly Kindergarten

SUBJECT HEADING: 352.2 POLICE
363.2 POLICE

ACTIVITIES:

1. Invite the School/Police Liaison Officer to the classroom to discuss safety procedures and the policeman as a friend and helper.

2. Teach "Officer Friendly's Safety Song" and use the Officer Friendly Work Book.

3. Write a thank you note to Officer Friendly and tell him what was learned during his visit. Have the children dictate the letter and sign their names.

4. Use the "Model of an Intersection" and role play a variety of situations for pedestrians and bicycle riders.

5. Let the children practice dialing their home telephone numbers on toy telephones and have them state their full name and address.

6. Use study prints to discuss the role of the police officer and safety procedures.

7. Show filmstrips and movies on the work of a policeman and on safety.

8. Read books about policemen.

9. Have the children list the various kinds of work a policeman does. Then make a class mural depicting the duties of a police officer.

10. Discuss the option of a police career for girls. Invite a policewoman to speak.

11. Role play the work of detectives as described in Alpha Time, Lesson I for Mr. V, T.M. 153-154. Use "Puppet Playmates" by Instructo or policemen's hats when dramatizing the work of a policeman.

12. Visit the local police station to learn more about the work of a policeman.

EVALUATION:

1. Have the children repeat their names, addresses, and telephone numbers.

2. With the assistance of the school crossing guides and safety patrols, observe and evaluate the child's ability to demonstrate obedience to the school safety rules and to use proper pedestrian procedures.

3. Have the children use model cars and toy pedestrians to demonstrate what happens when people obey safety rules.
4. Show the children pictures of a police officer at work. Let them talk about what the policeman is doing.
5. Have the children make pictures which show how the policeman helps us.

OFFICER FRIENDLY'S SAFETY SONG*

Chorus: Stop, Look and Listen
Before you cross the street
Use your eyes and use your ears
And then you use your feet.

Verse I: The Policeman dressed in blue
Is a friend to me and you
Busy streets he helps us cross
And takes us home when we are lost.

Chorus: Stop, Look and Listen
Before you cross the street
Use your eyes and use your ears
And then you use your feet.

Verse II: I look to the left
I look to the right
But I won't cross the street
Until I see the green light.

Chorus: Stop, Look and Listen
Before you cross the street
Use your eyes and use your ears
And then you use your feet.

Tune: "Puff, The Magic Dragon"

*Source: Officer Friendly Program, Portland, Maine

Dora Blake
Redbank School

Social Studies Grade 1

OUR PARENTS' OCCUPATIONS

1 2 3 4 5 6 7 8

OVERVIEW: The children will learn about the work of members of their families.

INSTRUCTIONAL OBJECTIVES: Self Awareness: The students will demonstrate a sense of pride in their parents' work.

Interpersonal Skills: The students will identify the work roles of all members in their families.

Decision Making: The students will develop skills in identification and classification.

Work Awareness: The students will gain knowledge of workers in the home and community.

Value of Work: The students will recall the ways workers in their families serve the community.

RESOURCES: Books

- About ..., Melmont Press
- At the ..., Children's Press
- Come to Work With Us, Children's Press
- I Know A ..., Putnam
- I Want To Be A ..., Children's Press
- Look! Read! and Learn at the ..., Melmont Press

Resource People

- Parents

SUBJECT HEADING:

301.3 COMMUNITY LIFE
331.7 OCCUPATIONS

ACTIVITIES:

1. Gathering Data: Ask the children if they know where their parents work. (Identify the activity of homemaker and volunteer as work.) Make a class list of the workers. Have the children interview the adult workers in their families and report the information to the class. Let them ask about duties at work, if the job is dangerous, and whether they use special tools or uniforms.

2. Data Chart: Classify the information in a class list in any number of ways: mothers/fathers; outdoors/indoors; uniforms/no uniforms; goods/services; moves from place to place/works in one place; etc.

3. Value of Work Discussion: How does each parent worker help the community? Emphasize that all jobs help others in some way.

4. Self Awareness Discussion: How is the work divided in your home? What is your responsibility?

5. Bulletin Board: Have the children dictate stories about a family worker and make drawings of the worker. Post the drawings and stories on the bulletin board.

6. Display: Prepare a classroom display with hats, models, tools, and symbols of the parents' work. Use the models to role play each career.

7. Independent Reading: With the assistance of the librarian prepare a display of books on the careers represented in the class. Allow the children time to read the books.

8. Classroom Visit: Invite a parent to demonstrate a skill or to wear a uniform and discuss a career.

9. Mini Trips: Arrange for 5 or 6 parents to take carloads of children to their places of business. Each group will report to the class on their mini trip.

10. Filmstrips: Show two or three filmstrips on careers discussed in the unit.

EVALUATION:

1. Have the children tell how their parents' jobs are useful.

2. Having defined work as a constructive activity, let the children draw a family portrait showing each member of the family involved in work.

3. Provide the children with pictures of ten workers to be classified: workers who help people or animals - workers who make things.

4. Let the student recall five careers represented by families of his classmates.

5. Provide a hat (model or picture) for each career discussed in the unit. Let each child wear a hat and tell how the worker represented serves his community.

Suzanne Stacy
Lincoln School

HATS FOR WORKERS

1 2 3 4 5 6 7 8

OVERVIEW: Hats are used to introduce a unit on workers in the community.

INSTRUCTIONAL OBJECTIVES:

Decision Making: The students will use their senses to gather data and develop concepts.

Work Awareness: The students will gain knowledge of workers in the community.

Manipulative Skills: The students will develop their psychomotor skills through participation in crafts.

Value of Work: The students will identify ways that workers are of service to the community.

SUBJECT HEADING:

301.3 COMMUNITY LIFE
331.7 OCCUPATIONS

ACTIVITIES:

1. Hats! Have the children collect occupational hats from parents, relatives, and friends.
    a. Oral report - When the pupils bring in a new hat, they explain the career to the class.
    b. Pantomime - While wearing a hat, a pupil dramatizes the work of the career the hat represents.
    c. Chart story - The class helps write a chart story about each career introduced.
    d. Display - For three weeks the hats are collected for a classroom exhibit.
2. Bulletin Board: Have the children find pictures of workers and make a giant collage. See how many workers they can name.
3. Model City: The children bring in toy cars, buildings, trains, and planes to build a miniature community. Each child identifies a job within the community and role plays that worker.
4. Research: Each child selects a different career from a teacher-prepared list. The librarian assists the children in locating books on the workers. The children read the books to learn about career.

5. Story Writing: Each child writes a few sentences about a particular career. He may illustrate his story.

6. Diorama: The children will prepare shoe box scenes of workers on the job. Help the children make effective use of craft materials.

7. Culminating Activity: The children wear the hats or uniforms of their selected occupations. On their desks they display a diorama, a book, a story, and the picture about the careers. Parents or other classes are invited to see the classroom exhibits.

EVALUATION:

1. Following the activities with hats, ask the children what they have learned about workers. Evaluate their ability to make generalizations - there are many workers in the world; many workers wear hats; some workers do not wear hats.

2. Prepare a list of careers discussed in the unit and one sentence descriptions of each job. Divide the class into two groups as for a spelling bee. Read a definition and let the children name the worker.

3. Evaluate the diorama on the basis of the student's ability to use craft materials as well as his understanding of the chosen career.

4. Have the students write or tell about one or more things a worker does to help the community.

Ruth McLellan
Dora L. Small School

CITY TOUR

1 2 3 4 5 6 7 8

OVERVIEW: This bus trip enriches a social studies unit on the city. It introduces the children to three major areas - downtown, industrial, and residential - while acquainting them with certain historic landmarks and demolition and construction sites. Children also observe the interdependency of workers in society.

INSTRUCTIONAL OBJECTIVES: Self Awareness: The students will identify their interests and develop new interests.

Interpersonal Skills: The students will demonstrate cooperation in social situations.

Decision Making: The students will use their senses to gather data and to develop concepts.

Value of Work: The students will identify ways that workers are of service to the community.

RESOURCES: Films/Filmstrips/Slides

"Cities"
"Portland, Beautiful Town by the Sea," PRIME, MP 865
"Portland City Tour"

Map of the Greater Portland Area

SUBJECT HEADING: 917.419 PORTLAND

ACTIVITIES:

1. Imaginary Community Map: Have the class make a large wall map of an imaginary community showing the major areas: a railroad, highways, and a waterfront for shipping. Identify and discuss occupations in the community.

2. Dioramas: Have the children work in committees to prepare scenes of the downtown, business, and residential areas.

3. Film: View the film "Portland, Beautiful Town by the Sea." Discuss how the location of a city influences the way its residents earn a living.

4. Orientation to the City Tour: Hold a class discussion on the following topics:
   a. Points of interest to be seen
   b. Identification of the major areas: downtown, residential, and industrial
   c. Workers likely to be seen in each area
   d. Deportment on the tour

5. Bus Tour: Charter a bus and tour sections of Portland and South Portland. See "The Portland City Tour" for an itinerary.

6. Follow Up: Following the city tour use the following activities.

   a. Make posters showing workers observed in each of the three areas; or add three workers to each of the dioramas made earlier.
   b. View the slide set, "Portland City Tour."
   c. Review the film, "Portland, Beautiful Town By the Sea."
   d. Make a bulletin board summarizing things learned on the tour.
   e. Chart the tour route on a wall map of the Greater Portland Area.

EVALUATION:

1. Have the children write an evaluation of the tour and describe what was of interest to them.

2. Ask the children to recall and list the regulations which were necessary to make the trip successful.

3. Have the children plan and make a mural which includes the highlights of the city tour.

4. Have each student recall three workers observed on the tour and explain the contributions each makes to the community.

Rosemary Rankin
Donna McIntyre
Helena H. Dyer School

THE PORTLAND CITY TOUR

LOCATION	POINTS OF INTEREST
South Portland Industrial Park	John Deere Company, Hannaford Brothers, industrial and residential areas adjacent to each other
Veterans' Bridge	Tank farm, Bancroft Martin, railroad tracks, Fore River, peninsula
Western Promenade	Residential area, new apartments, old houses, doctors' offices, hospital
Congress Street	Fire station, Longfellow Statue, High and Congress Streets, Canal Bank, new and old sites, Longfellow House, Casco Bank, First Parish Church, WGAN, newspaper office, City Hall
	County jail, county court house, old post office
Exchange Street	Brick sidewalks, new craft shops
	Old warehouses, urban renewal
Commercial Street	Prince of Fundy, railroad tracks, docks, Union Wharf, Maine State Pier, Port Authority, Casco Bay Lines, fishing boats
Eastern Promenade	Residential contrasts: public housing, high rise apartments, single multiple dwellings
	Harbow view: Calendar Islands of Casco Bay, Spring Point Light, commercial traffic
	Historical Sites: Fort Gorges, harbor entrance, USS Portland, cannon from battleship Maine
Baxter Boulevard	Baxter School for the Deaf, Burnham and Morrill Canning Factory
Deering Oaks Park	Recreation sites, gardens, site of Indian massacre in the 1690's, Federal Post Office, Interstate Route 295
Outer Congress Street	Tate House
Western Avenue	Airport, Maine Mall, industrial park

HISTORICAL TOUR OF SOUTH PORTLAND

1 2 3 4 5 6 7 8

OVERVIEW: A visit to historical sites in South Portland.

INSTRUCTIONAL OBJECTIVES:

Interpersonal Skills: The student will demonstrate an awareness of the interdependence of individuals and groups within a community.

Decision Making: The student will compare workers of long ago with workers of today.

Decision Making: The student will describe how the environment has influenced the lifestyle of South Portland's residents.

Work Awareness: The student will identify South Portland's places of economic significance in the past and the present.

Value of Work: The student will demonstrate an understanding of the contributions of workers long ago to growth of South Portland.

RESOURCES:

Books

- *American Journal, South Portland*, 75th Anniversary edition, 1973
- Elwell, Edward H., *Portland and Vicinity* (1876, 1881)
- *Grade IV Unit on Maine History*, Maine Department of Education and Cultural Services
- Jones, Herbert G., *The King's Highway from Portland to Kittery*
- Jordan, William B., *A History of Cape Elizabeth, Maine*
- League of Women Voters of South Portland, *South Portland, Maine*, 1959, 1971
- Willis, William, *The History of Portland* (1865)

Resource Persons

Consult Community Resource File, South Portland, City of
- Earl Angell
- Rosemarie Flaherty
- Rosella Loveitt

SUBJECT HEADING: 917.419 SOUTH PORTLAND

ACTIVITY: The following tour may be too long for fourth graders. Teachers should select only those sites which will be of significance to the class or make the tour in two separate trips.

TOUR

1. South Portland Library - Boulder with plaque in commemoration of Admiral Peary.

2. Mill Creek - site of old tidewater mill. The mill was built on a dam which held back the flowage of Mill Creek, as well as the tidal waters of Portland Harbor. In 1738, a combination grist and saw mill was operating successfully. After the Civil War, it was operated for a short time as a wooden spool manufacturing plant, then reconverted to a grist mill. In 1892, the mill was completely destroyed by fire. There is a plaque on the bridge crossing Mill Creek to designate the location of the site.

The land in the cove to the left belongs to the Nature Conservancy and will always remain as it is now.

3. Knightville - named for Thomas Knight, a prominent master shipwright, who lived and worked here. Prior to the middle of the 1800's, the land at the end of the bridge lay vacant until Mr. Knight built his house and set up his shipyard here. By 1850, a prosperous little settlement of over twenty buildings, including a school and church, a steam saw-mill, a chain cable factory, and the prosperous Knight shipyard had sprung up.

4. South Portland - Portland Bridge - Transportation over the Fore River was by ferry until 1823 when the first bridge was built linking Portland to South Portland (then called Cape Elizabeth). This first bridge was a flat wooden drawbridge built on pilings, and operated as a toll bridge - typical charges were two cents for people on foot; six cents for horse and rider. In later years, the approach to the bridge on the Portland side became so crisscrossed with railroad tracks, it became known as the "gridiron of death." This bridge was replaced by the present bridge known as the $1,000,000 Bridge in 1916.

5. Crossing the bridge - Central Maine Power Company plant - former site of the Portland Dry Dock Company, where large vessels were floated into one of two basins and then the water was pumped out and the repairs could be made on the ships.

6. Crossing the bridge - point of land to the left is Turner's Island - once the scene of Penobscot Indian summer encampment during the 1800's. Turner's Island was also the center of flour, shoe, and harness manufacturers, and the busy depot of the Portland, Saco, and Portsmouth Railroad which ran over a trestle across the Fore River to Portland.

7. York Street to Commercial - Commercial Street is all filled land. The waters of the harbor once lapped at the foot of Fore Street and York Streets. In 1852, Commercial Street was constructed along the frontal tidewaters and across the wharves. The new street was soon lined with warehouses, stores, and wharves. Here, at the corner of Maple and Commercial Streets, the "great fire of 1866" had its start when a boy carelessly threw a lighted fire cracker into a boatbuilder's yard. The fire spread rapidly and left the city a charred ghost town.

8. West Commercial Street was the flourishing center of the lumber trade, with wharves covered with the products of the mills in the north of Maine, brought down by rail for shipment. The stations for the Boston and Maine Railroad and the Eastern Railroad were located here. Here also were the wharves where lay the steamers of the International Steamship Company, whose vessels made frequent and regular excursions to Nova Scotia and Canada.

9. Veterans' Bridge to South Portland Maine Mall exit - Veterans' Bridge replaces the former Vaughn's Bridge which was the first bridge to span the Fore River in 1800. Built of cobwork cribs filled with rock and sunk to serve as piers, the bridge considerably shortened the trip to Portland from South Portland and points south. The bridge was operated as a toll bridge and did a considerable business transporting all manner of man and beast.

10. Boys Training School - 1853 - This was the first school in the state of Maine established for the education of juvenile delinquents.

11. Long Creek - In 1678, a peace treaty with the Indians, lasting for ten years, was signed under the "Smoking Tree" on the bank of Long Creek. A saw mill was constructed at Long Creek in 1681, and in 1686 a ferry permit was granted for transportation over Fore River, from the southern side of Long Creek to the opposite point on Portland's side, a little below Veterans' Bridge. In 1745, Indian attacks were made at Long Creek, and two men were scalped and killed. 1760's saw the flourishing business of manufacturing salt on General Samuel Waldo's farm at Long Creek. Much of the salt was shipped from Waldo's wharf at Long Creek Point. The area around Long Creek was primarily a farming region and settled enough to warrant the creation of a district headquarters for a moving grammar school in 1771.

12. Long Creek Cemetery - a pre-revolutionary war burying ground located in the rear of the National Guard property, which may be visited any week day by requesting entrance through the office of Sgt. Farrell in Room 1, National Guard Building. The earliest stone is dated 1757, and the last recorded was 1843. The cemetery contains twelve known graves, many of them bearing the name of Skillin. One man buried here was responsible for securing the mill privileges on Long Creek and also served in Samuel Waldo's regiment before the revolution.

13. Clarks Pond - Former site of an ice house which has been destroyed by fire.

14. Westbrook Street - at one time a part of the "Post Road" which was established to insure mail service to the area weekly from Boston. The road was lined with markers, at one mile intervals, called milestones. These markers were large granite blocks, placed by the order of George Washington at the time the Colonial Post Service was established. One of these old milestones, bearing the inscription B. 122, denoting it was 122 miles from Boston, is located at the entrance to Larry Rowe's Golf Course.

15. Nearby at 143 Westbrook, is the site of the famed tavern of stagecoach days, Broad's Tavern, the most up-to-date inn and dining place east of Boston. It was famous as Maine's first and most successful night spot, and catered to General Lafayette and President James Monroe. One of its most original attractions was the Bar Room Tree - a platform with railings and steps leading into it, located within the branches of a large elm tree outside the front of the tavern.

16. Main Street - This area was formerly called Skunk Hill, and in the gay nineties was the site of the Portland Country Club golf course.

17. Rigby - 1893 - Rigby Park, a former famous oval racing track, was considered by many to be the fastest track east of the Mississippi. The track is still plainly visible from the air.

18. Cash Corner - formerly Lousy Lane. Calvary Cemetery contains the unmarked grave of twelve Irish destitute passengers who were drowned at the wreck of the "Bohemian" off Cape Elizabeth in 1864.

19. Ligonia - The area was first known as the site of the Cape Trotting Park, a harness racing track. The area was then purchased by the government and became a training camp in the Civil War days, known as Camp Berry. After the Civil War, the area became the property of the Portland Rolling Mills, manufacturers of iron products, who converted the barracks into company housing for their workers. Adjacent to this property was that of the Portland Kerosene Works, producers of kerosene and similar products.

20. Lower Main Street - site of former Vaughn's Bridge in the section known as Ligonia.

21. Broadway and Evans Street - Barberry Creek - In 1682, a grist mill was established on Barberry Creek, and in 1782, a saw mill was in operation. In the 1850's a small but prosperous brickyard was operated in the vicinity. With the coming of the railroad, the Portland, Saco, and Portsmouth Railroad established a depot at Barberry Creek, and in turn, the first Post Office in South Portland was established at the depot, much to the citizens relief, as they formerly had to travel to Portland for mail service.

22. Broadway near Elm Street - War memorial

23. Mill Creek Park - not so long ago, the city dump, it is now a public park enjoyed by those who work and live in the area.

24. Harriet Street, High Street, Pine Street, Front Street to Centerboard Yacht Club - original site of Ferry Village, whose boundaries included the shoreline from Knightville to Spring Point. Travelers to the region came by way of the Old King's Highway, following the shore from the mouth of the Spurwink River, Cape Elizabeth, to Purpoodock (Spring Point).

In late 1600's, irregular ferry service existed, the first ferry being a hand-driven boat, running at irregular intervals from Fort Preble Point to the point across Fore River known as Clay Cove, now obliterated, but in the vicinity of the Canadian National Railway property. Since it was difficult to call across the Fore River or to signal for service in fog when a traveler wanted to be ferried to the opposite side, the first official ferryman was appointed in 1719 and the town voted to maintain a landing at the foot of Sawyer Street. The toll was set at three cents. Until the middle of the 1800's the ferry operated as a town controlled franchise, using an oar or sail driven boat.

In 1847, the state granted a charter to the Portland and Cape Elizabeth Ferry Company, whose first vessel was a double-ended side wheel, steam operated ferry named Elizabeth. The following years brought dissatisfaction with service, rates, and schedules, giving rise to the establishment of a second ferry company, The People's Ferry Company, 1865, made up of a coalition of forces banded together by disgust at the ferry service. The advent of the trolley line, and the declining population of Ferry Village spelled the end of ferry service and by 1912 both companies were out of business. Ferry service was resumed for a brief period during World War II, to help relieve the traffic situation created by the full swing operations of the shipyards.

25. High and Front Street - area during the 1800's, an unbroken line of shipyards from Ferry Village to Turner's Island. The shipyards constructed a small number of clipper ships, but evolved to the building of a ship known as the "Downeaster," a square rigged, three masted vessel, adapted to a small crew and capable of handling large cargoes anywhere in the world. The area also saw the establishment of a Marine Railway, for the repair and rebuilding of large vessels. The men who worked in these shipyards were generally skilled craftsmen and much of the work was done by hand.

26. Bug Light - 1852 saw the completion of a breakwater extending a quarter of a mile in length from Standford's Point out along Standford's Ledge, for the purpose of protecting the shipping in the harbor from the heavy swells of the open ocean. A white wooden lighthouse with an octagonal tower of 23 feet was constructed at the end of the breakwater in 1855. This original wooden tower was removed to Little Diamond Island in 1875 and was replaced by an iron tower slightly larger in size, with a wooden building for the lighthouse keeper. Bug Light has been incorporated into the official seal of South Portland, and is the hallmark of the city. The breakwater has been filled in and the property now belongs to the General Electric Company.

27. Cushing's Point - home of Ezekiel Cushing - one of the most prominent merchants in the area, engaged in West Indies trade, and involved in coastal whaling.

28. Shipyard area - experienced a mild boom in World War I and a decided boom in World War II. The shipyards have played a prominent role in the maritime development of the nation. In World War I, the yards were developed by the Cumberland Shipyard, and by the New England Shipbuilding Yards in World War II. The area produced 274 cargo vessels during World War II and gave employment to thousands of men and women in the area. It was during this period that the waterfront of South Portland acquired an entirely new face as many buildings were razed or moved to make space for the shipyards.

29. Fort Road - Spring Point Light - Built in 1897 to replace buoy marker. The breakwater was added about 25 years later. It was from Spring Point that Purpoodock citizens watched in horror the approach of Captain Henry Mowatt of the British Royal Navy, who relentlessly bombarded Portland with ammunition from five vessels for nine hours on a summer's day in 1775, leaving the town in ashes.

30. SMVTI - area known as Purpoodock Point, Spring Point, later Preble Point - first settlement in South Portland in 1703, destroyed by Indian attack which resulted in the killing of 25 settlers and the capture of 8. The area again became a wilderness until 1716 when the first house was built at Purpoodock. A log meeting house was constructed in 1722, which was used both as a garrison and a church. A burying ground was established near the meeting house. This is now known as Thrasher Cemetery and is located near the old dining hall of SMVTI. From 1724-1756 the area experienced sporadic troubles with the Indians. Then came a time of peace, and the settlement flourished. In 1774, following the news of the Battle of Lexington, the town of Purpoodock began patroling the coast on the lookout for British ships. Four minutemen were stationed each night on sentry duty on the coast between Spring Point and the ferry landing.

In 1776, earnest preparations for war culminated in the construction of Fort Hancock, on the site of SMVTI, which was manned and armed for service in the Revolutionary War.

In 1808, a new brick and granite fort was constructed upon the site of Fort Hancock. The new fort was named Fort Preble, after Commodore Edward Preble, and constructed for the purpose of seacoast defense. The fort became a formidable military establishment during the Civil War. It was reactivated for service during World War I and II.

Willard Beach - Simonton's Cove - scene of William Simonton's flourishing West Indies trade, maintaining a large wharf and warehouses, dealing in cargoes of rum and molasses, lumber and spices. The cove was thronged with vessels and gave employment to many in the area. The West Indies trade was annihilated during the Revolution. Later it was replaced by the fishing industry. Simonton's Cove had one of the most active fishing fleets at the Cape, and during the late 1800's was known as Gurry Cove - gurry meaning fish refuse. The fish houses on the point were built around 1884 and a flourishing trade in cod fish was maintained here.

In 1896, the trolley company, the Portland Street Railroad Company, built an elaborate casino, housing a bowling alley, dance hall, and steam organ, at Willard Beach and the beach became a resort area. The casino was destroyed by fire two years after it was built, but the trolley line continued to bring bathers to the beach, and people built summer cottages nearby.

Portland Head Light - commissioned by President George Washington and erected In 1790, Portland Head Light was the first lighthouse to be built on the coast of Maine, and the thirteenth on the Atlantic seaboard. Constructed of rubblestone laid up in lime, the original height was 87 feet, and used 16 whale oil lamps for its beacon. The tower has undergone several renovations and now towers 101 feet above sea level. In the 1860's, the U. S. government erected its first fog bell here at Portland Head Light. This first fog warning was a 1500 pound cast iron bell hung 60 feet above sea level, which was struck with a wooden clapper every 30 seconds in foggy weather.

31. Cottage Road - Congregational Church - In 1733, the second parish of Falmouth was established and a new meeting house, replacing the log meeting house at Purpoodock Point, was constructed in what is now Mt. Pleasant Cemetery, in the vicinity of Cottage Road and Pine Street. The new building closely resembled a large barn with box pews, and served not only as a place of worship but also as a town meeting place for more than 100 years. In 1835, it was torn down and replaced by a new structure, equally plain, but boasting a bell-tower and a spire. In 1891, the building was moved across the street to its present site, and that building is incorporated into the present church.

Soldiers and Sailors Monument - honoring the men who participated in the Civil War, erected in 1876.

Mt. Pleasant Cemetery - oldest known burial in cemetery was that of Colonel Cushing's wife who died in 1742.

32. Sawyer Street to Ocean Street - road was once part of the ancient Spurwink thoroughfare which led from old Ferry Village to the outside world. One-storied farm cottages were built all along this road and formed a little village which boasted its own church, a Quaker meeting house, that stood within the Bayview cemetery grounds. Also known as Town House Corner. First municipal building built in 1837, destroyed by fire; second built in 1874.

33. Ocean Street to Highland Avenue - Highland Avenue once called Barren Hill Road and Brewery Road from Ocean Street to Cottage Road. Site of a brewery established for the manufacture of ale in 1857. An old and popular tavern stood on the site of the Frank I. Brown School, and served as a meeting place for teamsters with farm produce, and herdsmen driving their cattle over the roads to the markets in Boston.

EVALUATION: 1. Imagine you are the only resident in South Portland. Write a paragraph to describe where you would live and how you would spend a single day.

Share your stories in your group. With the group, make a list of the five businesses or institutions you would miss the most.

2. Make a chart to show how environmental factors have influenced the growth of industries observed on the tour.

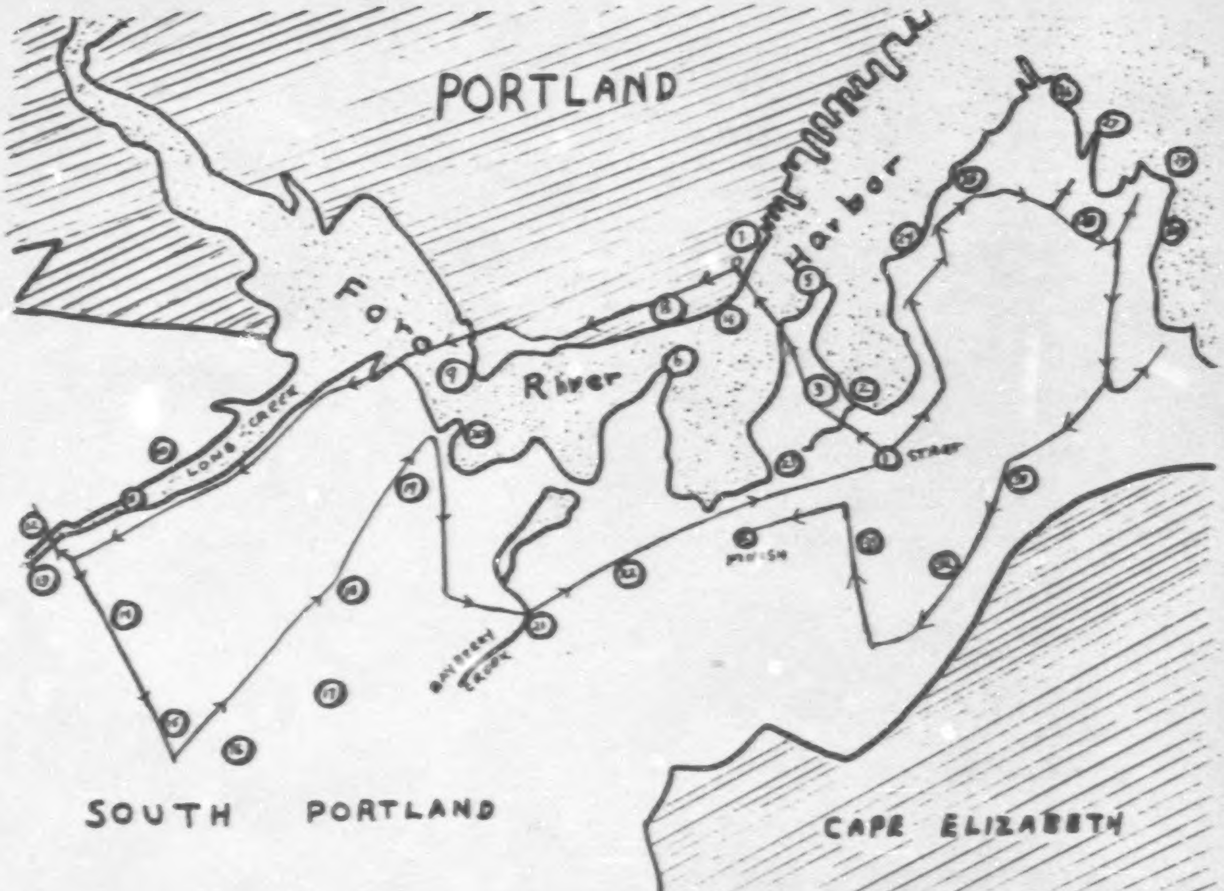
3. List three or more business sites of Old South Portland.

4. List three businesses you saw on the tour which employ over twenty-five people.

5. Make a bulletin board of student drawings of "Workers In South Portland Then and Now."

6. Role play a family living during a particular period of South Portland's history when the residents may have wished to leave the area. Examples may include Indian attacks at Purpoodock, a burned out mill, Captain Henry Mowatt's bombardment of Portland in 1775, hardships due to cold, illness, lack of communication, or transportation across the river.

Rosemarie Flaherty
South Portland Schools


PORTLAND
Harbor
Fore River
LONG CREEK
START
SOUTH PORTLAND
CAPE ELIZABETH

SOUTH PORTLAND HISTORICAL TOUR MAP

HISTORICAL BACKGROUND OF SOUTH PORTLAND

Settlements

The first permanent settlers to the area, once inhabited by Indian tribes of the once powerful Abenaki nation, were Richard Tucker and George Cleaves. Traveling from England, they established themselves on the Neck, now Portland, in 1632. In 1658, the region now occupied by Portland, South Portland, Cape Elizabeth, Westbrook, and Falmouth was incorporated into the State of Massachusetts and named Falmouth.

The earliest settlements in South Portland were at Purpoodock Point (SMVTI property) and Long Creek. These settlers did not enjoy much peace and quiet because of the threatening troubles with the Indians during the French and Indian Wars. With the coming of peace, the settlements grew and prospered. Cape Elizabeth, which included South Portland, was established as a district separate from Portland in 1765.

It was not until 1895 that South Portland was separated as a town from Cape Elizabeth. The partition was due largely to a dispute over the introduction of Sebago Lake water to the city, causing increased taxation. In 1898, South Portland received its official city charter from the state.

Economy

The region attracted the adventurous men who first came for the excellent fishing and fur trading opportunities in the area. With the coming of the first settlers, farming and fishing were the main modes of employment. As the settlements grew, the people became more dependent on one another for needed goods and services, which resulted in varied employment.

The lumber industry formed the wellspring of prosperity, employing many men in the harvesting, processing, and shipping of the forest products. The trade in lumber supported the West Indies trade -- resulting in the importation of sugar, molasses, and rum.

The maritime trade flourished and during the War of 1812 privateering became profitable. During the 1840's shipbuilding came to be a very significant part of the economy of South Portland, and many shipyards were in full operation building and repairing vessels. Many talents were employed in this industry as most of the work was done by hand. Lobstering and fishing continued to be an important means of earning a living, and with the growing sophistication of the people, various artisans found employment in their fields. An interesting sidelight of silversmithing was the employment of workers fashioning not only articles of beauty for the table, but enjoying a lively business in the crafting of knee, shoe, and sleeve buttons for clothing.

Growth and prosperity of the city gave rise to the establishment of stores and service industries, and the excellent harbor waters continued to attract new business and to afford numerous economic opportunities for the people who chose to live here.

Leisure and Recreation

The people in former times had little time for leisure and in the beginning, their recreation was necessarily tied to their way of life and work. The first settlers found amusement and relaxation within the home. Roads were nothing but narrow paths crisscrossing the woods, wolves were abundant, a prize of 40 shillings to anyone who shot a wolf, and homes were scattered and isolated.

Church and town meetings provided occasions for meeting friends. Much merriment was present in spinning and quilting bees, barn raising and harvest times. As free time increased, clubs and social parties were formed usually meeting at a local tavern, sleighing parties organized in winter, fishing and bathing in the summer and visiting the islands were all popular forms of recreation.

Theatrical entertainments were wholly unknown here before the revolution. It wasn't until late in the 1800's that the theater played an important part of the recreational scene when Free Street in Portland became known as the Great White Way. Until that time there was a steady stream of itinerant performers, jugglers, minstrels, and such. Weekly lectures were also well attended.

With the advent of the trolley line, many people spent their Sundays enjoying life at the trolley parks where swimming, bowling, and meeting friends provided diversion.

Education

Education did not receive much attention until the late quarter of the 19th century, when the town voted to establish its own public high school. Prior to 1765, students desiring formal education were sent to Portland to attend school, boarding in with friends or relatives in Portland. In 1765, the first grammar school was established in South Portland, and four school districts were apportioned in 1771, but there was only one teacher appointed, who necessarily had to share his time between the districts and resulted in a moving grammar school. By 1875, there were fourteen school districts within the town, but schools were still inadequate. With the opening of the high school, overcrowded conditions in the district schools were alleviated, and program expansion and improvement at the grammar school level shot ahead, until today one of South Portland's greatest prides is its excellent school system.

SIGNIFICANT DATES IN THE HISTORY OF SOUTH PORTLAND

West Indies Trade

1670 — Property deeded at Purpoodock and Long Creek

Settlers at Purpoodock flee from Indians (1676)

1680 — Sawmill at Long Creek & Gristmill at Barberry Creek built

Settlements at Purpoodock, Spurwink, Stroudwater & The Neck

1690 — Indians capture Fort Loyal (Portland); whole area becomes wasteland

1700 —

Indians destroyed first permanent settlement in South Portland at Purpoodock (1703)

1710 —

Settlers return to Purpoodock

1720 — First official ferryman appointed at foot of Sawyer Street; also Irish immigrants winter here - up Fore River

Gristmill at Mill Creek established

1730 —

Second Parish of Falmouth established - new Meeting House

1740 —

Indian attack at Long Creek

1750 —

Salt manufactured at Long Creek

1760 —

Incorporation of district of Cape Elizabeth; first grammar school in South Portland

1770 —

Burning of Falmouth; Fort Hancock built at Purpoodock

1780 — Post roads established

1790 — Establishment of Portland Head Light

Maritime Trade

Rise of Shipbuilding and Lumber Industries

1800 — Vaughn's Bridge built

1810 — Fort Preble

1820 — Maine Statehood

Portland Bridge

1830 —

First municipal building in South Portland

1840 — Railroad

Language Arts Grade 5

CAREER AWARENESS

1 2 3 4 5 6 7 8

OVERVIEW: During a four week unit, the students will practice language arts skills, learn about a variety of careers, and strengthen their own self concepts.

INSTRUCTIONAL OBJECTIVES: Self Awareness: The students will demonstrate an appreciation of their own interests and skills.

Work Awareness: The students will identify, classify, and gain information about many careers.

Value of Work: The students will recall the contributions of a variety of workers to society.

Relevance of Education: The students will recognize that schooling is necessary for future careers.

RESOURCES: Encyclopedias, especially Our Wonderful World, Zim, 1971

SUBJECT HEADING:

301.3 COMMUNITY LIFE
331.7 OCCUPATIONS

ACTIVITIES:

1. Introduction: There are over 20,000 careers. How many could you list? What careers would you like to know more about? What would you like to know about a job? Where can we locate information about jobs?

2. Help Wanted: Cut out, underline, and discuss newspaper ads. Classify the jobs according to the amount of education, skill, training, and experience required.

3. Library Visit: Have the class visit the elementary library and locate the reference section. Let the students practice locating articles on careers in the encyclopedias.

4. Note Taking: Have the pupils select a career to research. Decide what information they must locate. Have them make notes in their own words on these topics. Note the use of capitals for each topic.
   Name of the job
   Responsibilities and duties
   Salary
   Educational Requirements
   Skills and aptitudes
   Personal benefits
   Environmental restrictions

5. Career File Box: Have the pupils prepare one card for each career researched. They record only the basic information. The cards are arranged alphabetically in the classroom file.

6. Career Bulletin Board: Display 8 or 10 pictures of interesting occupations. Label the exhibit "Decision, Decision, Decisions." Discuss career options and individual interests and goals.

7. Poetry: Discuss career options and have the students write a poem entitled "What I Could Be."

8. Interviews: Discuss techniques for interviewing a person. Have the class list suitable questions to ask a worker about his job. Have the students practice interviewing one another in class. One student may pretend to be from another plant and is eager to learn about Earthling's careers. The stranger may also be interviewed. Each student decides on a worker to interview, makes an appointment, and retrieves the information. A tape recorder may be used or the worker may visit the class for a public interview. Information is shared with the class and added to the Career File. Thank you notes are written to the people interviewed.

EVALUATION: 1. Have the students write an evaluation of the four week unit and answer the following questions:

   a. What have you learned about using reference materials and taking notes?

   b. What have you learned about the World of Work?

   c. What have you learned about your own career interests?

2. Reproduce an encyclopedia article about a career and have the students condense the information on a file card under these topics:

   Job
   Responsibilities
   Restrictions
   Benefits

Lola Delano
Helena H. Dyer School

Social Studies Grade 6

ECONOMICS EXPERIMENT

1 2 3 4 5 6 7 8

OVERVIEW: A simulated economic system within the classroom provides opportunities for individual decision making and interpersonal relationships.

INSTRUCTIONAL OBJECTIVES: Self Awareness: The students will demonstrate an awareness and appreciation of their ability as workers.

Interpersonal Skills: The students will develop skills in social reasoning and interaction.

Decision Making: The students will develop a beginning skill in the use of the decision making process.

Economic Awareness: The students will understand that people are paid for their work and use that money to satisfy their needs and wants.

Economic Awareness: The student will recall that specialization creates an interdependent society.

Economic Awareness: The student will recall that all citizens have the responsibility for the success of the American economic system.

Relevance of Education: The students will demonstrate a positive attitude toward schooling.

RESOURCES: W. Harmon Wilson and Romas W. Warmke, Life on Paradise Island, Scott Foresman & Company, 1970

Pink Pebbles Game

SUBJECT HEADING: 330. ECONOMICS

ACTIVITIES:

1. Background: Before starting the Economics Experiment, read portions of Life On Paradise Island and relate the economic concepts of the story to every day life through questions such as these: Where does your allowance come from? How do your parents get their money? What responsibilities do workers have in spending their earned money?

2. Introduction: Explain the procedures of the Economics Experiment. One 45 minute period a week, for 6-10 weeks, the class will pretend it is a community with its own economic base. The pupils will try to earn as much money as they can. The students will want to start by choosing a name for their town.

3. Job Applications: Prepare a list of 25 or so classroom jobs with a brief job description for each task. Distribute job application forms to each student (Figure A). Stress neatness and accuracy. Students may apply for more than one job. Applications are screened by the teacher and pupils are awarded their assignments. They are told why their application was accepted or rejected.

4. Pay: Volunteers design a one dollar, five dollar, ten dollar, and twenty dollar bill (Figure B). The best designs are chosen by the class, and reproduced for class use. If he has done his job, each worker receives $30 pay once a week.

5. Classroom Setting: The room is divided into square meters which represent city lots. A map of the room representing the city is drawn and each lot is numbered (Figure C). The map is distributed to the students so that they may choose the lot upon which they will build their homes (desks).

6. Cost Description:

	Buy	Rent/1 month	Weekly
Desk - Home	$75	$15	
Furniture - Chair	$15		
Necessities - Books			$5
Utilities		$ 7	
Space - Lot	$50		
Taxes/Services			$5

The above cost description is posted where all may see it. The teacher keeps records of payments. Later, certain "business persons" may keep the records.

7. Services For Sale: Each student makes a poster selling a service he is willing to sell. For a price, he will clean a desk, make a drawing, or teach a skill.

8. Currency Exchange: When a piece of money passes through a person's hands, it is initialled on the back. At the end of the week, the class discovers how many transactions may be involved with a single piece of money.

9. New Business Ventures: When the economy has been established, the teacher may put the pencil sharpener up for sale. The highest bidder gains control of the sharpener and charges a fee for its use. A drinking fountain or right-of-way may be bought and sold by a person or company (group of bidders). Students are encouraged to use their ingenuity to earn dollars.

10. Discussion: In what ways is our economic experiment similar to the economy of the real world?

EVALUATION:

1. Have the students write in their notebooks an evaluation of the work they did each day and decide whether or not they earned their pay.

2. The teacher keeps anecdotal records of the students' ability to cooperate with their peers during the classroom experiment.

3. Have the students write on the topic: If our class were to repeat the Economic Experiment, I would do the following things differently.

4. Have the students create a cartoon strip in which an explanation of our economic system is given to YUGO, a boy from another planet. YUGO was provided at birth with a pack containing all the necessities of life. The cartoon strip should explain how an American family takes care of its needs and wants. Some words that might be used are salary, job, job applications, necessities.

5. Have the students use creative dramatics to present a social situation in which each person assumes a specialized work role. Evaluate the pupil's ability to demonstrate the interdependence of the workers.

6. Review the importance of the cooperation of all individuals to make the Economics Experiment work in the classroom. Discuss the responsibilities of all Americans to make the national economic system work.

7. Give the students a pre-test and post-test to measure their attitude toward school. Have them indicate their feelings on a scale of 1 to 10.

Hates School All the Time	Usually Doesn't Like School	No Opinion	Usually School is OK	Loves School Always

1_____2_____3_____4_____5_____6_____7_____8_____9_____10

Douglas Caldwell
Frank I. Brown School

Economics Experiment Grade 6

TOWN EMPLOYMENT FORM

CALDVILLE, MAINE

Name ____
last first middle

Address ____
Street City State

Age ____________________ Today's Date ________________
years months

1. Name of job you are applying for. ________________________

2. What do you think the responsibilities of this position are?

3. Below write a few positive statements about yourself.

4. Why should you be selected for this position(s)?

5. Caldville must have all 23 positions filled. Below list four (4) other choices.

Figure A

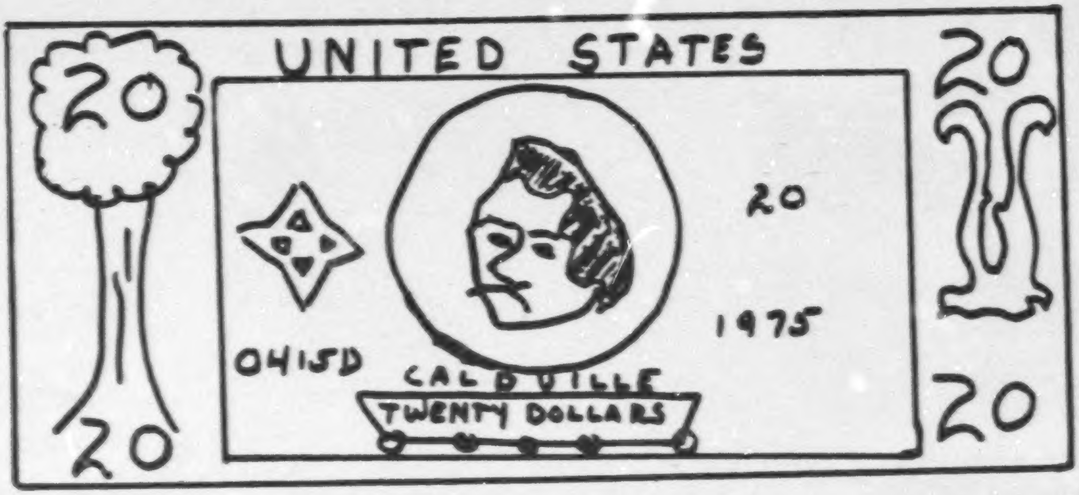

UNITED STATES
20
20
20
20
20
1975
0415D
CALDVILLE
TWENTY DOLLARS
20

Figure B

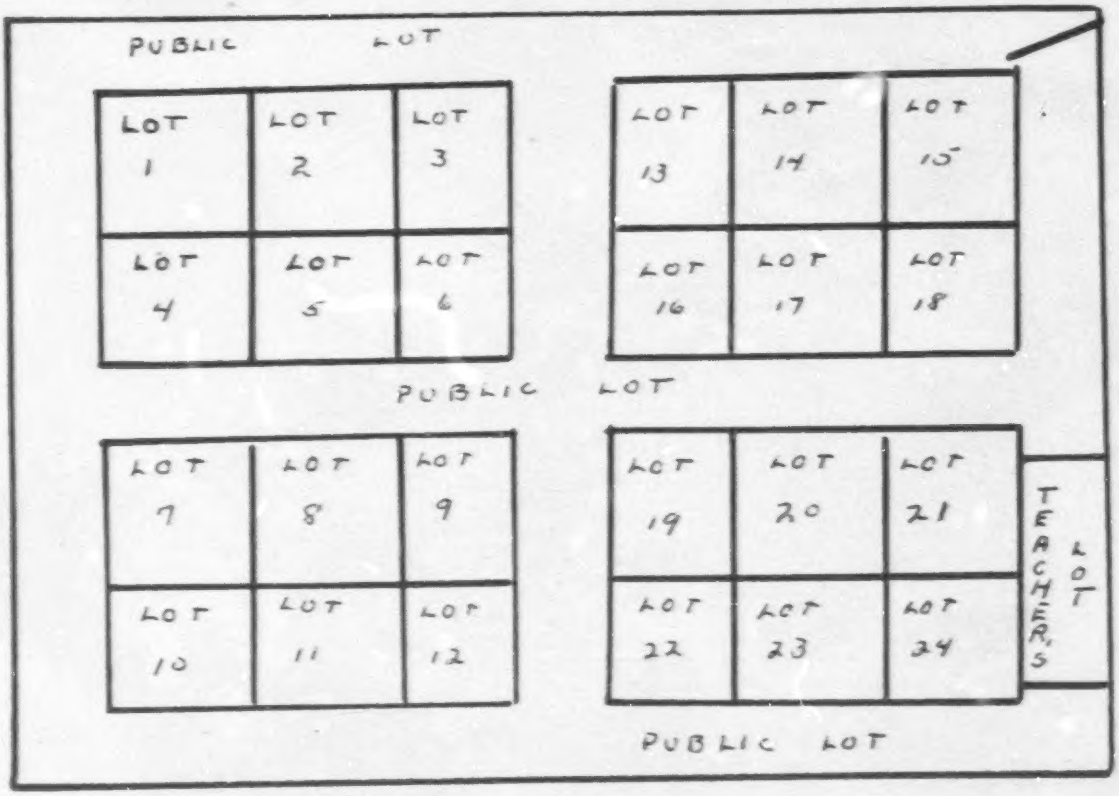

PUBLIC LOT
LOT 1
LOT 2
LOT 3
LOT 4
LOT 5
LOT 6
LOT 13
LOT 14
LOT 15
LOT 16
LOT 17
LOT 18
PUBLIC LOT
LOT 7
LOT 8
LOT 9
LOT 10
LOT 11
LOT 12
LOT 19
LOT 20
LOT 21
LOT 22
LOT 23
LOT 24
TEACHER'S LOT
PUBLIC LOT

Figure C

PART III - COMMUNITY RESOURCES

Locating Community Resources

Field Trips

Resource Visitors

PART III - COMMUNITY RESOURCES

Involving resource persons in the school has many advantages. Stimulating speakers and trips to exciting places in the community enliven the curriculum, make education relevant, and expand the horizons of children. When parents make classroom presentations, a personal satisfaction comes both to the parent and the child. Members of the community welcome the opportunity to cooperate in the education of children. As they help in the schools, they grow in their respect for, and understanding of, education.

Many persons other than the classroom teacher can bring new learning experiences to boys and girls in the schools. These volunteers may be parents, other teachers, high school and university students, civic groups, or the business community. They may serve as guides for field trips to business sites, visit the school and give a talk, demonstrate a skill, show a film, or occasionally they may serve as consultants for a school project. The involvement of resource people from the community enhances the educational process as it brings the outside world into the lives of the students.

LOCATING COMMUNITY RESOURCES

Three methods of locating community resources are available to teachers.

Personal Contact

First, a teacher may call upon members of the family, personal friends, neighbors, acquaintances, and retired teachers. The oil delivery man, the city health inspector, or the shoe salesman all may have information to share regarding their work, hobby, or travel experiences. Generally, the most satisfactory resource persons are those whom the teacher knows personally.

Parent Survey

Another successful method of locating resources within the community is to conduct a Parent Survey. A letter is sent to every parent explaining the school's interest in identifying resources and a form is included requesting information on the parents' work, interests, and skills (Figures 1 & 2). The completed forms are returned to the classroom teacher to be used as an initial resource list. Later, a master list for the school is compiled in alphabetical order (Figure 3).

Community Resource File

To provide more specific assistance to the classroom teacher, a Community Resource File may be developed. The file consists of cards which contain information about field trips, speakers, or free materials which may be ordered (Figure 4). The cards are arranged alphabetically by subject headings, such as animals, coal, dairying, fish, etc. Each elementary school library in South Portland has a file.

Keeping the Community Resource File up-to-date is the responsibility of the librarians and the classroom teachers. Deletions are made by the librarians on the basis of information received from the teachers. Should a teacher discover that a speaker has moved away from the area, that a field trip is unsuitable, or that some materials have been withdrawn, the librarian is notified and the card is withdrawn.

Additions to the file may be made at any time. Teachers are invited to share names of resources they have discovered and used successfully through personal contact or from the Parent Survey. With the librarians, the teacher records the necessary information on a data sheet (Figure 5). The librarians type the new card and duplicate it for each school library.

SOUTH PORTLAND SCHOOL DEPARTMENT
SOUTH PORTLAND, MAINE

September 20, 1976

To: All Parents

From: Albert R. Morton, Assistant Superintendent

Re: Parent Survey

In an effort to encourage members of the community to share in the education of children, we are asking parents who are interested in volunteering at school to fill out the form on the reverse side. If you have a hobby or skill, have traveled widely, or are willing to share information about your career, please return the completed form to the classroom teacher by October 1. Your help is appreciated.

Figure 1

SOUTH PORTLAND SCHOOL DEPARTMENT
SOUTH PORTLAND, MAINE

PARENT SURVEY: COMMUNITY RESOURCE FORM

School ______________________________	Date ____________________
Student ______________________________	Teacher ____________________
Home Address ______________________________	Grade ____________________

* *

Father's Name ______________________ (last) (first)	Mother's Name ______________________ (last) (first)
Occupation ______________________	Occupation ______________________
Business Address ______________________	Business Address ______________________
Telephone No. ______________________	Telephone No. ______________________

1. Would you be willing to visit the school and speak to a class? ________
2. Would a group be welcome to visit your place of work? ______________
3. Do you have any special interests, hobbies, or travel experience? _____

   Please specify. ____

   ____
4. Would you be willing to transport children to field trips in the Greater Portland area? ____

Figure 2 1976

SOUTH PORTLAND SCHOOL DEPARTMENT
SOUTH PORTLAND, MAINE

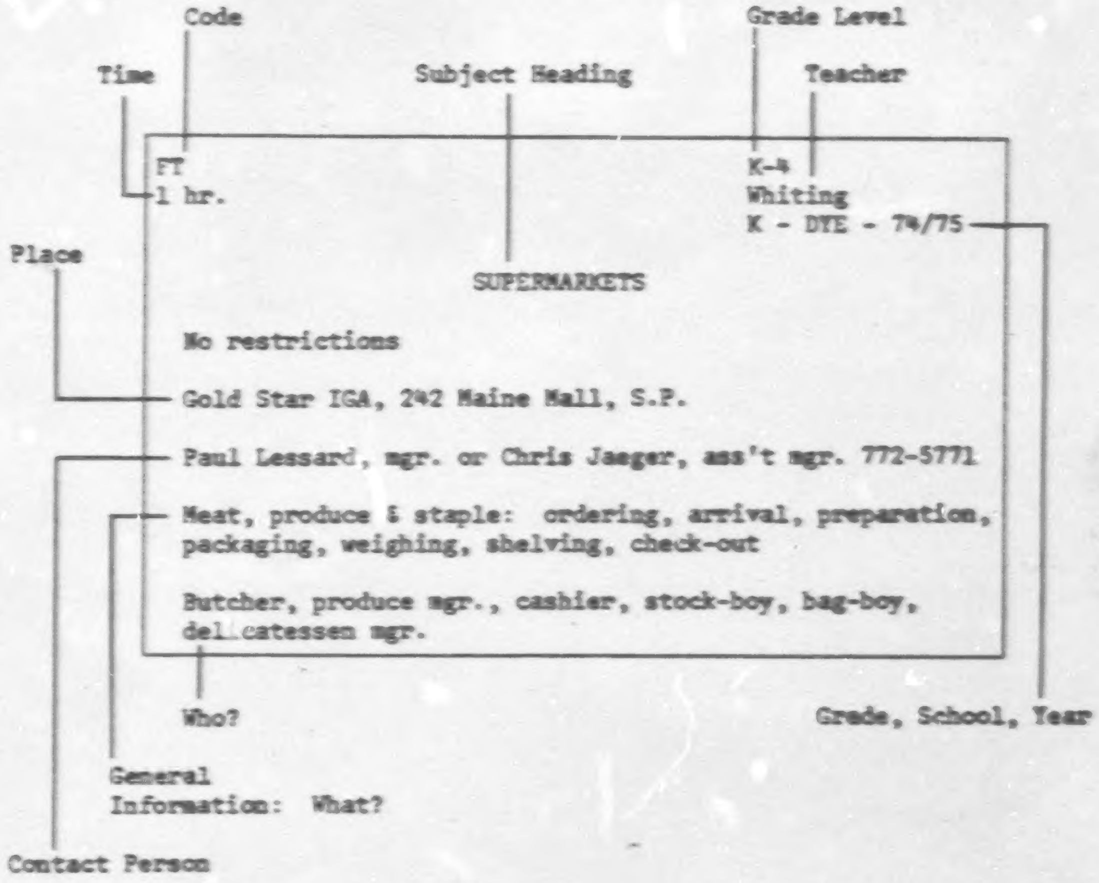
PARENT SURVEY
SUMMARY

REDBANK SCHOOL
1976

Name/Address/Tel.	Occupation	Visit Class	Class Visit Business	Provide Transportation
Aymar, Joseph 25 Wermuth Road 772-2169	Warehouse Hannaford Bros.	No	Yes	No
Corey, Jerry 66 Wermuth Road	Portland Pipeline	Yes	Yes	No
Dunning, Roger 56 Wainwright Cr. 773-0852	Tollkeeper	No	Yes	No
Marx, Kenneth 96 Devereaux Cir. 774-2990	Clerk Post Office	Yes	Yes	No
Merrifield, John 42 Wainwright Cir. 772-0006	Crane Operator	Yes	No	No
Powell, Raymond 162 Devereaux Cir. 773-6228	Warehouse Hannaford Bros.	No	?	Yes
Viney, Franklin 50 Powers Road 773-3594	Policeman	No	Yes	Yes
White, Harry 151 Running Hill Rd. 772-1413	Inspector Steel Industry (Biddeford)	Yes	No	No

Figure 3

SOUTH PORTLAND SCHOOL DEPARTMENT
SOUTH PORTLAND, MAINE



FT
1 hr.

K-4
Whiting
K - DYE - 74/75

SUPERMARKETS

No restrictions

Gold Star IGA, 242 Maine Mall, S.P.

Paul Lessard, mgr. or Chris Jaeger, ass't mgr. 772-5771

Meat, produce & staple: ordering, arrival, preparation, packaging, weighing, shelving, check-out

Butcher, produce mgr., cashier, stock-boy, bag-boy, delicatessen mgr.

Code
Grade Level
Time
Subject Heading
Teacher
Place
Who?
Grade, School, Year
General Information: What?
Contact Person

COMMUNITY RESOURCE FILE:

SAMPLE FIELD TRIP CARD

Figure 4 1976

SOUTH PORTLAND SCHOOL DEPARTMENT
SOUTH PORTLAND, MAINE

COMMUNITY RESOURCE FILE: DATA SHEET

___ Field Trip Acceptable Grade Level ________

___ Resource Person Teacher ________

___ Materials Grade ___ School ________ Date ________

Length of Visit ________ Subject Heading ________

Have you received permission for this information to be in our city file?___

Restrictions ________

Place
Resource Person ________
Materials

Address ________ Zip ________

Contact Person ________ Telephone ________

Address ________

General Information: What? Who? When? Where? How? ________

____

____

____

____

Figure 5 1976

SOUTH PORTLAND SCHOOL DEPT.
FIELD TRIPS

FIELD TRIPS

Years ago most children observed their parents at their careers because work was done in the home. Now that more parents are employed outside the home, it is necessary to take today's children into the community to see their parents and other adults at work.

There are some concepts that are better taught outside the classroom where children use their senses to learn through direct observation. For these reasons, the use of field trips is advocated to develop an awareness of the world of work.

SETTING OBJECTIVES

A field trip should be a learning experience, not merely a class excursion. Generally, it is unwise to combine classes; the size of the group should remain small. As with any other educational activity, it must be well organized and have specific objectives. The trip is expected to correlate with the curriculum and/or the goals and objectives of the Career Development Design. Sample objectives for a field trip are offered below:

1. After this field trip the student will be able to identify 10 careers in agriculture.

2. The student will have some knowledge of the necessary skills and preparation for these careers.

3. The student will demonstrate an understanding of the interdependence of workers in society.

4. The student will describe his own feelings about the careers he observed.

PRE-VISIT

Before the trip, the teacher and/or a committee of pupils should visit the site and talk with the guide. This provides an opportunity to learn about the workers, acquire necessary background information, and anticipate any organizational problems. After seeing and hearing about the points of interest, discuss with the guide the objectives of the visit and how much the children can be expected to comprehend. Without the pre-visit, the tour may become a dialogue between the adults and the guide with the children as uninterested by-standers.

PROCEDURES

Prior to the field trip, the following arrangements should be made:

1. Consult with the building principal and/or the curriculum director regarding the trip.

2. Obtain clearance from the Assistant Superintendent of Schools. Use the Request for Educational Field Trip Form (Figure 6).

3. Have the parents sign Field Trip Permission Slips (Figure 7).

4. Notify any special teachers that the class will be out of the building that day.

5. Enlist one reliable chaperone for each 4 or 5 children making the trip.

6. Arrange for transportation to and from the site.

The problem of transportation may be solved in a number of ways. Children can walk to nearby sites. For longer trips, it may be necessary to charter a bus. Call Greater Portland Transportation (774-0351) and ask for Mr. Forsythe, or Brunswick Transportation (799-8528) and ask for Mr. Harding. These men arrange the charters. Local tours for a half day cost about $35.00; the cost to Augusta is about $100.00. Since there are no funds for school field trips, the cost must come from the pupils, parent groups, or special fund raising projects.

The school bus is available at no charge for short trips in the Greater Portland area. Pick-up times must be arranged around the drivers' schedules. The building principal may call Mrs. Luther in the Maintenance Office (799-0536) to make arrangements.

If parents are asked to drive, the principal and the classroom teacher should be satisfied that each is a responsible driver and carries adequate insurance. It is preferred that a form be sent home requesting a declaration of coverage, but a verbal confirmation may be acceptable. The South Portland Schools have no extended insurance coverage for teachers and volunteers who drive their own cars on school events except in cases where negligence is proven.

CLASS PREPARATION AND PLANNING

Prior to the field trip, the teacher should first review what the class already knows about the topic and then provide the class with any background information necessary for orientation.

Next, the teacher and the pupils together should set clear purposes for the trip and plan related activities such as the following:

1. Prepare a list of questions to ask the guide; such as information about the workers' jobs, their necessary skills, and the working conditions.
2. List the workers the class expects to see.
3. Research the topic in the school library.
4. Prepare a list of rules on safety and behavior during the trip.

5. Decorate a classroom bulletin board on the topic.

6. At the site, record a list of the workers seen.

7. Take pictures of the workers.

8. Interview the workers with a cassette recorder.

THE FIELD TRIP

If the class is being transported by bus, the children may play a work awareness game en route. Give the children booklets with the letters of the alphabet inside. Have them record, in alphabetical order, the names of all the workers they see on the way. Other pages in the booklet may be used for taking notes, or may contain the questions to be asked of the guide.

When the parents are driving small groups, ask them to assume responsibility for the learning experiences as well as the safety of the students. On location, they should interact with the children to keep them alert to the environment.

At the site, move in small groups whenever possible. If several guides are available, have the groups go in separate directions since there will be fewer distractions.

Use a tape recorder, camera, and personal notes to record the visit.

FOLLOW UP AND EVALUATION

Often it is advantageous to conduct a field trip at the introduction to a unit because so many classroom activities grow out of the visit. Following a trip in early May, a kindergarten teacher exclaimed, "I have enough different ideas to provide activities until the end of school!" Following, are a few suggestions for follow up activities:

1. In class discussion, recall the pupils' observations of the workers, their duties, working conditions, training, and skills.

2. Have the pupils evaluate the trip: "Did we learn what we wanted to learn?" "What else would we like to learn?"

3. Write stories and poems about the workers.
4. Sing songs about the workers.
5. Make drawings of the workers observed.
6. Use dramatizations and role playing to express feelings about these careers.
7. Write thank you notes to the company. Include drawings, booklets, or a collage.

SOME REMINDERS

Members of the business community are most generous with their time and service to the schools. Keeping this in mind, always be on time, respect the restrictions the industry has placed on the visit, and keep the children under control. Always send notes of appreciation from the children and the teacher. They are warmly appreciated and serve as an excellent form of public relations.

MINI TRIPS

Mini trips are field trips for small groups. They have proved to be extremely successful in places where large groups cannot be accommodated, or where there is a problem seeing and hearing the guide. The procedure for a mini trip is similar to that of any field trip except that approval is cleared through the building principal rather than the assistant to the superintendent. The children must have signed permission slips and the parent driver should be a responsible, mature person with adequate insurance coverage.

As with any field trip, mini trips must be carefully planned. The teacher makes certain that the supervising adult and the children have a clear understanding of the purpose of the visit. A few children may leave the classroom, but the entire class is involved in planning the trip. They all help prepare the questions to be asked and send the mini trip participants as the eyes and ears of the whole group. Upon their return, the small group shares its experiences and information with all.

In planning a curriculum unit, teachers may arrange for several related mini trips so that each child may be a visitor/reporter as well as a listener. In this manner, a series of mini trips to transportation centers, health centers, or food processing and distribution centers can enrich a unit through a different form of individualized learning and group sharing.

SCOPE AND SEQUENCE

No attempt has been made to firmly assign specific field trips to specific grade levels in this curriculum plan. Teachers should select trips which meet the objectives of their classes. Occasionally, the same trip may be taken by different grades, but for different reasons. To avoid unnecessary repetition, the teacher should check with the building principal and other teachers in the school before planning the trip.

A complete file of field trip locations with addresses and telephone numbers is in each of the elementary libraries. Whenever possible, several resources are offered for a topic. Teachers are requested to use discretion and judgment so that a few industries will not be overburdened with requests. Field trips listed in three forms - alphabetically, by topics, and by clusters - appear in the appendix of this guide.

On page 152 is a list of field trips arranged by grade level; Field Trip Information Guides appear on pages 153 to 172. The grade level on the list and the Field Trip Information Guides indicate the time when the trip is most frequently taken.

Office of the
Superintendent of Schools
South Portland, Maine

REQUEST FOR EDUCATIONAL FIELD TRIP APPROVAL Date __________

Field trips are worthwhile only when they complement the work or project of a class, are planned well in advance, and are appropriate for the grade involved. Parental approval will be obtained prior to taking the trip after receiving approval from the Superintendent's Office.

Trip planned or ____

Place to be visited ____

Date of trip _______________ Grade(s) involved _______________

Number of chaperones including teacher(s) ______________________

Transportation to be used ____________________________________

School ________________________ Teacher ________________________

REQUEST FOR EDUCATIONAL FIELD TRIP APPROVAL FORM

Figure 6

School ______________________________ Date ________________________

Dear ________________________:

An educational field trip is being planned for the pupils of grade(s) ________________________ on ________________________________.

The pupils will walk, be transported by ________________________ from the school to ______________________: will leave the school at _____________________ and return to the school at approximately _________________________. Arrangements for noon lunch are (not) being made. There will be ___________ chaperones in addition to ________ teacher(s).

Each pupil is requested to contribute ________________ as his share of the trip's expense.

Please indicate below your approval for your child to participate in this experience by signing and returning this form to the school.

Parent's signature ___________________________ Teacher _____________

FIELD TRIP PERMISSION SLIP

Figure 7

FIELD TRIP SUGGESTIONS

K Apple Orchard
Dairy Farm
Fire Department
Maple Sugar Farm
Neighborhood Walk
School Tour
Service Station
*Supermarket

1 Animal Farm
*County Fair
Department Store
Greenhouse
Hardware Store
Knightville Tour
Maine Mall
Police Station
Post Office

2 Airport
Bakery
Dairy
Fast Food Service
Fish Hatchery
Holiday Inn
Ice Cream Plant
Museum
Prince of Fundy Ferry Boat
*Rigby Railroad
Secondary Industrial Arts Department

3 Beauty Shop
Brickyard
Building Materials Supply
Construction Site
Egg Farm
Factory
Food Distribution Center
Garage
Hospital/Clinic
Moving Company
*Planetarium
Portland City Tour

4 Art Museum
Augusta
Candlemaking Industry
Craft Shop
Dental College
Fish Processing Plant
Historical Tour
Hydro-electric Dam
Library
Photography Studio
Pond
*Portland Head, Cape Elizabeth
Pottery
Restaurant
Salt Marsh
Silversmith
State Capitol
U.S. Coast Guard Base, South Portland

5 Bank
Environmental Center
Fuel Company
Hydro-electric Plant
Maine Medical Center
*Newspaper Office
Nursing Home
Pet Shop
Portland Water District
Potato Farm
Quarry
School for the Deaf
Vocational School

6 Bowdoin College Museum
City Government Offices
Computer Center
Credit Union Office
Data Processing Center
High School Business Education Dept.
High School Science Department
Merrymeeting Waterfowl Museum, Brunswick
Pipe Line
Radio and TV Station
Sewage Treatment Plant
SMVTI: School of Oceanography
Telephone Company
*Tree Farm
U.S. Coast Guard Vessel, Duane
Waterfront
Willowbrook Museum, West Newfield

* Field Trip Information Guides follow.

FIELD TRIP INFORMATION GUIDE
THE SUPERMARKET

PLACE:

Gold Star IGA Market, 242 Maine Mall, South Portland
Mr. Paul Lessard, Manager Telephone 772-5711
Mr. Chris Jager, Assistant Manager

Legion Square Market, 101 Ocean Street, South Portland
Mr. Thomas Smaha, Manager Telephone 799-6613

Martin's Shop & Save, 50 Cottage Road, South Portland
Mr. Tom Catterson, Manager Telephone 799-7359

Shaw's Markets (all stores) Telephone 773-0211
Mill Creek Store, 50 Market Street, South Portland
Mr. Lawrence Brady, Manager Telephone 799-8149

Mall Plaza Store, 220 Paine Road, South Portland
Mr. Mark Binette, Manager Telephone 775-6395

SITES: Dry and cold storage; delicatessen, meat cutting, office, produce packaging, stocking the shelves, cashier

GENERAL INFORMATION: Some of the managers give the children hats to wear and display posters for the classroom. They have also given a box with a sample of each kind of fruit and vegetable to be used in the classroom for study.

SUBJECT HEADINGS:

301.3 COMMUNITY HELPERS
331.7 OCCUPATIONS
641.3 FOOD
658.87 SUPERMARKETS, GROCERIES, GROCERY TRADE

WORKERS:

- Manager
- Assistant Manager
- Meat Manager
- Produce Manager
- Parking Lot Manager
- Check-out Manager
- Office Clerks
- Meat Cutters
- Stock Clerks
- Bundle Boys
- Cashiers
- Maintenance Men
- Rubbish Removal Men
- Bakery Workers
- Delicatessen Workers

ACTIVITIES:

1. Buy apples and make applesauce.
2. Buy items for resale at school.
3. Buy items and cook a meal.
4. Make a market in the classroom: classify the items, count play money, practice salesmanship and public relations, arrange attractive displays, discuss supply and demand, and role play distribution of food supplies.
5. Collect food ads.
6. Look up "grocers" in the yellow pages.
7. Write an experience chart about the trip.
8. Visit an open air market.
9. Make drawings of the visit.
10. Write a thank you letter on chart paper and have the children sign their names.

Jeannette Whiting
Helena H. Dyer School

Social Studies Grade 1

FIELD TRIP INFORMATION GUIDE
CUMBERLAND COUNTY FAIR

PLACE: Cumberland Farmers Club Fairgrounds
West Cumberland, Maine

TELEPHONE: Stanley J. Hall, South Windham, Maine 892-4655
Ask for general information and a copy of the Fair Booklet.

RESTRICTIONS: It is preferred that school groups attend the fair early in the week.

SITES:

1. Exhibition Hall: grains, vegetables, fruit, needlework, bread, pastry, dairy products, canned goods, snapshots and paintings, crafts and hobbies, plants and flowers, demonstrations.
2. 4-H Exhibition Hall: camping, child care, clothing, conservation, crafts, electricity, entomology, flower gardening, food preservation, food and nutrition, field crops, forestry, garden, health, home improvement, home grounds beautification, horse care, knitting and crocheting, photography, poultry, recreation, science, woodworking, club exhibits.
3. Livestock: weighing, judging, and showing
4. Contests: horse, ox, and steer pulling
5. Midway: opens at 1:00 P.M.
6. Farm machinery

RESOURCES: Filmstrips
"To A Farm" 631 SSP26
"Visiting the Farm" 631 SSP27
"The County Fair" (borrowed from Henley)

Instructo-Teaching Guide
"At the Farm" #1150 (5 big charts)

Teaching Pictures
"A Trip to the Farm" (12 pictures and resource papers)

SUBJECT HEADING: 631 FARMING

ACTIVITIES: Before the Trip

1. List behavior rules on a chart. Use puppets to dramatize appropriate behavior on the bus and at the fair.
2. Discuss the work of a farmer and his family. Invite a farmer to the classroom. Discuss the role of the 4-H in the social life of the farm family.
3. Discuss different kinds of fairs or shows and the purpose of each (dog show, flower show, science fair).
4. Discuss the purpose of an agricultural fair. Describe the places and events (listed above) that the children will see.
5. Have each child bring an apple to class. Practice classifying, exhibiting, and judging the apples.

At the Fair

6. Talk with exhibitors to find out how animals are cared for and what makes an animal a winner.
7. In the exhibit halls, select a favorite exhibit.
8. Observe machinery demonstration.
9. Take pictures to bring back to class.

After the Fair

10. List words that describe things seen at the fair.
11. Make an experience chart story of the trip and have children illustrate it.
12. Cut out pictures and make a mural showing "Our Trip To The Fair."
13. Make a class exhibition hall and let the children exhibit things they are proud of.
14. Make a bulletin board on the life of a farmer.

Honor Sanville
Helena H. Dyer School

FIELD TRIP INFORMATION GUIDE
RIGBY RAILROAD YARD

PLACE: Rigby Railroad Yard, South Portland, Maine

TELEPHONE: Mr. Brad Peters, Public Relations
Maine Central Railroad Company
Portland, Maine 04102

Telephone 773-4711, Ext. 342

RESTRICTIONS: Not over 25 in a group.

Do not promise the children a ride in the locomotive.

Write thank you notes c/o Mr. Brad Peters.

SITES:

1. Ride on a locomotive.
2. Tour of the engine house.

GENERAL INFORMATION: A train is a series of cars connected.

A locomotive is a single engine. There are two types: road locomotive and switching locomotive. Locomotives are powered by electricity which is generated by diesel fuel. They have air brakes. Locomotives weigh 100 tons and vary in horsepower from 600 - 6,000 HP. When extra power is needed, they add extra locomotives. The cost of a locomotive is approximately $250,000.

Turntable - turns the train around.

Switches - located in the tracks and change direction of locomotive.

Switch Stands - located beside the track and indicate the direction of the switch; green - straight ahead; yellow - turn.

Yard Area - area where trains are switched to their destinations.

Section Men - (gandy dancers) clean the tracks.

Car shop area - area where men work on boxcars.

Engine House - building where locomotives are serviced.

Washout Section - part of the engine house where locomotives are parked after or before inspection.

RESOURCES: Write to the Association of American Railroads for teaching materials:

Association of American Railroads
Public Relations Department
1920 L Street, N.W.
Washington, D.C. 20036

Resource Person
Mr. Brad Peters, Public Relations Director
Maine Central Railroad Company
222 St. John Street
Portland, Maine 04102

Mr. Peters has a slide set and will visit the classroom. He also has a limited number of teacher's manuals, transparencies, and photographs available, free of charge.

SUBJECT HEADING: 380.5 RAILROADS

WORKERS: Foreman - directs the entire engine house

Road Hustler - moves locomotives around the yard

Engineer - drives trains with road locomotives to their destination (not really an engine house worker)

Electrician - maintains electrical portions of the locomotive

Machinist - does the mechanical work on the locomotive

Air Brakeman - maintains air brakes

Machine Operator - makes parts

Laborer - assists machinist, but does not use tools

Welder - welds parts

Crane Operator - moves heavy equipment

Store Keeper - supplies parts to workers as needed

ACTIVITIES:

1. Make a chart story on "Our Trip to Rigby Railroad."
2. List the workers observed at the yard.

3. Wear occupational hats and role play the careers observed.
4. Set up a model train in the classroom.
5. Write original poems and stories about trains.
6. Make a bulletin board of train pictures.
7. Write thank you notes to Mr. Peters.

Gertrude Chick
Helena H. Dyer School

FIELD TRIP INFORMATION GUIDE
SOUTHWORTH PLANETARIUM

PLACE:

Southworth Planetarium
University of Maine at Portland-Gorham
96 Falmouth Street
Portland, Maine 04103

George H. Ayers, Director
William Lowry, Lecturer

TELEPHONE: 773-2981, Ext. 422, call between 8:45 a.m. and noon, Monday through Friday (Ms. Jackie Boyer, Secretary).

RESTRICTIONS: Elementary children of all ages are welcomed. Schedule visits for forenoon. It is preferred that two classes come together so that the hall may be filled. The capacity is 62.

SITES: Planetarium

GENERAL INFORMATION: The Southworth Planetarium is located on the Portland Campus of the University of Maine at Portland-Gorham, one floor below ground level in the two-story wing of the Science Building (96 Falmouth Street). Parking is available in the large lot adjacent to the Science Building.

The Planetarium is a Spitz Model A-4. The projector is engineered to duplicate the appearance of the sky at any time of any year and from any location on the earth. Astronomical events lasting thousands of years can easily be compressed into a few short minutes of viewing time. This "Introduction to the Sky" is designed to be flexible in order to meet the needs of as wide an age, experience, and interest range as possible.

The Southworth Planetarium sends out astronomy programs on request. The program will emphasize the changes in the heavens during the month in which it is presented, and will point out the objects and events of interest in the sky.

Ask the lecturer to discuss related careers.

RESOURCES: Books

The How and Why Wonder Book of Stars
Let's Go To A Planetarium

SUBJECT HEADING: 523. ASTRONOMY

Field Trip

Grade 3

VOCABULARY:

Astronomer
Aurora Borealis
Axis
Comet
Constellation
Crater
Eclipse
Electron
Galaxy
Gravity
Meteorite
Milky Way
Mural
Northern Lights
Orrery
Planet
Projector
Revolve
Rotate
Satellite
Shooting Star
Solar System
Telescope

ACTIVITIES:

1. Discuss the Southworth Planetarium in detail so it will remain vivid in everyone's memory.
2. Act out an imaginary trip into space.
3. Name the planets in their order, starting with the one closest to the sun. This sentence may help: My Very Easy-going Mother Just Set Up Nine Pies.
4. Draw star patterns, creating imaginary persons, animals, or things.
5. Observe the moon; research moon exploration; study the effect of the moon on tides.
6. Using papier mache, make models of the planets, stars, sun, and moon; using cardboard and lenses, construct a telescope.
7. Write a story about "The Day the Sun Stopped Shining."
8. Make a sundial and use it to tell time on sunny days.
9. Make a space booklet; collect poems, pictures, and stories relating to space.
10. Using a flashlight and a globe of the earth, demonstrate the cause of day, night, spring, summer, fall, and winter.
11. Use a shoebox, thread, and aluminum foil balls to make a shadow box of the planets.
12. Make a bulletin board illustrating the sky at night. Label the North Star, the Big Dipper, the Little Dipper, other constellations, the Milky Way, planets, comets, and the moon.
13. Discuss a solar eclipse, a lunar eclipse, partial eclipse, and total eclipse.
14. Make an experience chart.
15. Write a thank you note.
16. Discuss astronomy as a career or leisure time activity.
17. Discuss the relationship of astronomy and astrology.

Sheila Gagnon
Thornton Heights School

FIELD TRIP INFORMATION GUIDE
PORTLAND HEAD LIGHT

PLACE: United States Coast Guard
Portland Head Light Station
Cape Elizabeth, Maine

TELEPHONE: 788-2661, Bosun Mate Allen

RESTRICTIONS: Must go in fair weather.

Children must be above grade two to go upstairs to the light.

SITES: Lighthouse - A climb of 87 steps to the light provides a magnificent view, but is a little frightening.

Engine Room - air compressors for the foghorns
Remote control switches to operate the navigational buoys
Back-up generators

Exhibit - Navigational equipment

GENERAL INFORMATION: An historical brochure is distributed.

The light was commissioned by George Washington.

The guide will assist in the identification of buoys, ships, and wildlife in the vicinity and offer navigation information.

This trip may be combined with a visit to the Coast Guard base in South Portland or a visit to Two Lights State Park.

SUBJECT HEADINGS:

359.97	U. S. COAST GUARD
528	NAVIGATION, NAUTICAL ALMANACS
623.8 to 623.89	NAUTICAL ENGINEERING AND SEAMANSHIP
623.894 3	LIGHTHOUSES
623.894 4	SIGNALS AND SIGNALING
917.419 1	PORTLAND
974.191	PORTLAND - HISTORY

Field Trip Grade 4

ACTIVITIES:

1. Written report on the history of Portland Head.
2. Write an original dramatization of the commissioning of the lighthouse.
3. Make a mural showing Maine's coastal industries and Portland Head Light.
4. Make a career notebook showing "Careers in the Coast Guard" or "Careers in the Armed Forces" or "Careers on the Sea."
5. Write thank you notes to the guide of Portland Head Light.

Marjorie Schofield
Redbank School

FIELD TRIP INFORMATION GUIDE
AMERICAN JOURNAL

PLACE:
American Journal
820 Main Street
Westbrook, Maine 04092

TELEPHONE:
Mr. Harry Foote, Editor
Tel. 854-2577 (Mrs. Hawkes, Office Manager)

RESTRICTIONS: Not over 20 students.

The facilities are limited and the process only involves composition with cold type, but the staff gives a thorough explanation of their business.

SITES: Offices; Composing room

GENERAL INFORMATION:

Reporters investigate assignments given by the editor, take calls from people, and attend meetings at City Hall, etc. They write and type the stories for the editor to check.

Advertising is the chief source of income to the paper. A salesman sells space in the paper.

Headline Machine uses a "cold type" or photographic process to prepare headlines in various sizes.

Composition - Typed stories and cold type headlines are pasted on the make up page. The headliner machine makes a photograph of type (cold type) in a variety of sizes. Spaces where pictures will appear are blacked in.

Pictures are photographed and a "screen" is made which changes the picture to a pattern of dots. The screen is then waxed into place on the layout.

Off-set Type Production - The layout is photographed with a huge camera. A large negative of the page is used to expose an aluminum sheet. With acid and strong light, the layout is transferred onto the aluminum which is then put on a rotary press.

Circulation is the number of papers distributed at each printing. The American Journal has a circulation of 5,000.

Addressograph is the machine used to address the subscriber's copies.

Field Trip Grade 5

RESOURCES: "Newspapers in the Classroom" - a teaching unit available from Mr. Fred Perkins, State Department of Education, Augusta, Maine 04330.

SUBJECT HEADINGS:

070 NEWSPAPERS
070.3 JOURNALISM

ACTIVITIES:

1. Produce a classroom newspaper. Practice writing news and sports stories, features, editorials, and cartoons. Sell advertising space and subscriptions.

2. Invite a photographer and reporter to visit the classroom.

3. Have each child subscribe for two weeks to the local newspaper at the low school rates.

4. Write a thank you note to the American Journal and enclose a copy of the class newspaper.

Marjorie Dube
Redbank School

FIELD TRIP INFORMATION GUIDE
FORESTRY

PLACE:
Portland Water District Property
Standish, Maine

TELEPHONE:
Mr. William Jackson or Mr. Dave Clement, Foresters
S. D. Warren Company
89 Cumberland Street
Westbrook, Maine 04092
Telephone 856-6311, Ext. 384

RESTRICTIONS: The foresters are not available to lead field trips to the sites listed below. They will consult with teachers and speak to the group a few minutes on location. The children may not enter the woods during hunting season.

SITES: Forester, Tree Farm, Natural Stand, Plantations (thinned and unthinned), Site of Natural Regeneration, Lumbering Operation

GENERAL INFORMATION: The Portland Water District owns land in the Sebago Lake Basin. Management of the land is under the supervision of S. D. Warren foresters.

The field trip to the Sebago Lake Basin Region may be combined with a visit to the Sebago Lake Pumping Station. For arrangements, call Portland Water District, 225 Douglas Street, Portland, tel. 774-5961, Mr. Mooney, Director.

Foresters encourage good land management for multiple use: recreation, logging, and conservation. They serve as advisors to private land owners such as S. D. Warren. They mark trees, assist in arranging contracts with private loggers.

A Tree Farm is any piece of property which is under land management and has had at least one cutting. Tree farming is a long range investment. It takes 50 years for a tree to mature in this climate.

There are 450 tree farmers in a 70 mile radius of S. D. Warren. One land owner became a tree farmer when the foresters arranged for the sale of $4,500 worth of trees. In addition, the logging operation improved the looks of the property and provided an excess of fireplace wood.

Most harvesting is done from a Natural Stand as opposed to a Plantation. Planting trees in plantations is not generally practiced. Harvesting is done in the winter to protect the undergrowth. The forester, using a paint gun, marks the tree at eye level and at ground level too, that stumps may be checked later. A mature tree is 20 inches in diameter at 4 feet above the ground. After marking, the forester records the measurement on a card for further reference. Three 16 foot logs equal 400 board feet, or $16.00 from a single 20 foot tree, at the rate of $40 per 1,000 board feet.

Thinning allows the trees to grow larger and helps control disease. Plantations are thinned when trees are 25 years old and about 6 inches in diameter.

Pruning produces good lumber without knots.

Wolf Trees are trees which grow in a plantation by accident and rob light from other trees.

Apple trees in a plantation are always preserved.

Bore Samples are 1/8 inch cores removed from trees which show the age and growth pattern of the tree.

Logging Site - the Yard is the area where tree lengths are sorted according to use:

Best lumber - sleds, toboggans, Ethan Allen Furniture
Low grade lumber - women's heels, palettes, crates
Tops, knots, redrot - pulp

Wheel Skidder is the basic machine for logging.

Slash is brush from tree tops. It is left out of sight in the woods.

Loggers are hard workers. There is a need for good loggers. There are three schools in Maine. Some women are in training. Loggers are paid by the cord or thousand board feet. Five 12 foot trees equal a cord.

RESOURCES: Books/Publications

"Materials to Help Teach Forest Conservation" - resource list available from Forest Service, U. S. Department of Agriculture, Washington, D.C. 20250.

"Pulpwood Pete Kit" - available from Great Northern Paper Company, Millinockett, Maine 04462, tel. 1-723-5131.

"Teachers' Kit and Guide to Conservation" - available from Walter R. Gooley, Jr., Supervisor of Information and Education, Bureau of Forestry, Department of Conservation, Augusta, Maine 04330.

"Trees Are For People" - available from American Forest Institute, Lester D'Costa, RFD #1, Etna, Maine 04430.

Films/Slides

"Forestry Tour with S. D. Warren Foresters and South Portland Teachers" - November 1973

"Paper Forest: Logging and Paper Manufacturing, A Billion Dollar Industry in America" - available from Russell Day, Industrial Relation Education, S. D. Warren Company, 89 Cumberland Street, Westbrook, Maine 04092, tel. 856-6311, Ext. 388.

SUBJECT HEADINGS:

581.526 4	TREES
634.9	FORESTS AND FORESTRY
634.98	FOREST PRODUCTS
674	LUMBER AND LUMBERING
681.767 6	PAPER MAKING AND TRADE

ACTIVITIES:

1. Make a bulletin board of conservation careers. Use "Definition of Careers in Conservation" included in this unit as a resource.

2. Make a diorama of forested land under proper management, a tree plantation, and an area with no management.

3. Prepare an exhibit of forest products.

4. Make a display of wood samples, leaves, and cones.

5. Plant a tree on the school property.

6. Provide each student with a young seedling to plant at home.

7. Make paper from a pulp solution.

8. Invite a speaker from a local paper plant to speak on paper production.

9. Visit the pumping station to learn how water reaches our homes from the lake.

10. Discuss how careers in three fields are interrelated: water supply, forestry, and paper making.

11. Write thank you notes to the guide.

Edward Newell
Redbank School

DEFINITIONS OF CAREERS IN CONSERVATION *

Forest Ecologist: Conducts research in environmental factors affecting forests. Carries out studies to determine what conditions account for prevalence of different varieties of trees. Studies classification, life history, light and soil requirements, and resistance to disease and insects of different species. Investigates adaptability of different species to new environmental conditions, such as changes in soil type, climate, and altitude.

Forest Engineer: Lays out and oversees construction, installation, and use of structures, equipment, and road or rail systems, and performs other engineering duties concerned with removal of logs from timber area.

Forester: Manages and develops forest lands and their resources for economic and recreational purposes. Plans and directs projects in forestation and reforestation. Maps forest areas, estimates standing timber and future growth, and manages timber sales. Plans cutting programs. Conducts research in methods of cutting and removing timber with minimum waste and damage. Directs suppression of forest fires. Plans campsites and recreation centers, assists in planning and carrying out projects for control of floods, soil erosion, tree diseases, and insect pests in forests.

Forester Aid: Works alone or as member of crew to inventory, protect, and reforest timber lands performing many combinations of duties.

Forest Fire Fighter: Suppresses forest fires working alone or as member of crew: fells trees, digs trenches, and extinguishes flames and embers to suppress fire, using ax, chainsaw, shovel, and hand or engine-driven pumps.

Hydrologist (Geophysicist): Studies distribution, disposition, and development of waters of land areas, including form and intensity of precipitation and modes of return to ocean and atmosphere. Maps and charts water flow and dispostion of sediment. Measures changes in water volume due to evaporation and melting of snow. Studies storm occurrences and nature and movement of glaciers.

Fisheries Technician: Aids Fish Culturist in managing a fish hatchery, cultivating fish to restock streams and ponds; feeds and sorts fish; transfers and distributes fish to ponds and streams.

Oceanographic Lab Technician: Assists in a variety of chemical and physical tests and analysis such as tide and current studies, water analysis for dissolved gases and minerals, wave studies, etc. Maintains cleanliness and orderliness in lab ashore and afloat, keeps inventory of lab stock, calibrates and operates measuring and surveying instruments used in oceanography, etc.

* Source: Dictionary of Occupational Titles

Hydrographic Survey Technicians: Assumes responsibilities of operating standard surveying instruments including bottom grabs, sextants, theodolites, various tape measuring instruments, depth recorders, wire drags, and assorted kinds of required navigational equipment. Must read charts and assist the cartographer. Assists with data acquisition, processing, and in many instances, interpret and analyze original data.

Water Pollution Technician: Works with scientists in their determination of the extent of pollution in bays and estuaries, rivers and lakes, and is involved with research concerning control and abatement of industrial and other pollutants.

Park Ranger: Enforces laws, regulations, and policies in State or national park; registers vehicles and visitors, collects fees and issues parking and use permits. Provides information pertaining to park use, safety requirements, and points of interest. Directs or participates in first aid and rescue activities. May supervise workers engaged in construction and maintenance of park facilities and enforce standards of cleanliness and sanitation. Trains and supervises park workers.

Game Warden: Patrols assigned area to prevent game law violations, investigates reports of damage to crops and property by wildlife, and compiles biological data; travels through area by car, boat, airplane, horse, and on foot. Serves warrants, makes arrests, and prepares and presents evidence in court.

County Agricultural Agent for CES: Instructs and advises farmers concerning agricultural problems and informs commercial and community organizations of available services to promote extension program; collects, analyzes and evaluates agricultural data; plans and develops techniques, and advises farmers to assist in solving problems, such as crop rotation and soil erosion. Lectures and prepares articles concerning subjects such as farm management and soil conservation.

Range Conservationists: Conducts research in range problems to provide sustained production of forage, livestock, and wildlife; studies range lands to determine best grazing seasons and number and kind of livestock that can be most profitably grazed. Plans and directs construction and maintenance of range improvements, such as fencing, corrals, reservoirs for stock watering, and structures for soil-erosion control.

Soil Conservationists: Plans and develops coordinated practices for soil-erosion control, moisture conservation, and sound land use; conducts surveys and investigations on erosion and on preventative measures needed. Plans soil management practices, such as crop rotation, strip cropping; contour plowing, and reforestation as related to soil and water conservation.

Irrigation Specialist: Supervises and coordinates activities of workers engaged in irrigating crops; inspects area irrigated to insure adequate soaking and prevent waste of water. Opens head gate to permit entry of water into main ditches. Signals worker to start water flow; directs workers in cleaning and repairing ditches; keeps workers' time records.

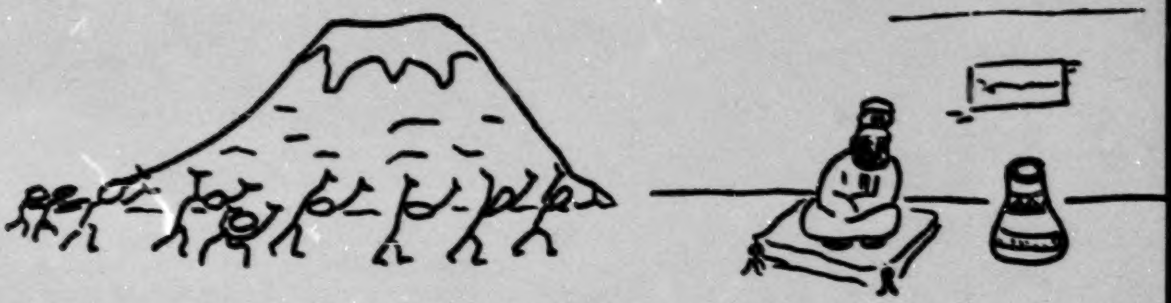
Geologist: Studies composition, structure, and history of earth's crust; examines rocks, minerals, and fossil remains to identify and determine sequence of processes affecting development of earth. Applies knowledge of chemistry, physics, biology, and math to explain these phenomena and to help locate min eral and petroleum deposits and underground water resources. Studies ocean bottom. Applies geological knowledge to engineering problems encountered in construction projects, such as dams, tunnels, and large buildings.

Engineer: A term applied to persons who possess educational qualifications, work experience, and legal certification where required as established by engineering schools, employers and licensing authorities, for employment in various fields of engineering. Engineers typically function in one or more activities, such as research, development, design, production, consultation, administration and management, teaching, technical writing, or technical sales and service.

Cartographers: (Map Draftsman) (Photogrammetrist) Draws maps of cities, counties, states, and other areas showing location and identity of roads, communities, commercial, or industrial structures and installations, political boundaries, and other features.

Home Economist: Develops, interprets and applies principles of homemaking to promote health and welfare of individuals and families. Engages in research in government, private industry and colleges and universities to explore family relations or child development, develop new products for home, discover facts on food or nutrition, and test serviceability of new materials.

Rural and Urban Zoning and Planning Specialists: Develops comprehensive plans and programs for utilization of land and physical facilities of cities, counties and metropolitan areas; compiles and analyzes data on economic, social, and physical factors affecting land use, and prepares or requisitions graphic and narrative reports on data. Works with city and government officials to control and guide community development.



RESOURCE VISITORS

There are times when taking a field trip can be like moving the mountain to Mohammed. Instead, why not invite a resource person into the classroom? The school is designed for teaching and many presentations can be made better in the convenience of the school rather than on location. Classroom visits provide a change and they offer the students opportunities to learn about the real world through direct contact with members of the community.

Preparation

Before inviting a resource person into the classroom, the teacher should examine the curriculum and determine how a classroom visitor can best serve its objectives.

After selecting a guest presenter, the teacher should contact him/her to discuss the classroom visit. The teacher will need to learn background information about the speaker and the nature of the presentation. The guest, in turn, should be advised about the class and its understanding of the topic, the objectives of the visit, and the role of the speaker. Questions which have been prepared by the students may be given to the visitor at this time.

Attention should be given to the details of the visit. The date, allotted time, and directions to the school building and classroom should be made clear. The speaker's needs for a projector, table, maps, water source, etc. should be determined. Following the interview, confirmation of all details discussed should be sent, in writing, to the speaker.

Pupil Planning

Whenever possible, the students should be allowed to share in planning for a classroom visitor. They may assist in the selection of the speaker, help in the preparation of questions, welcome and introduce the speaker when she/he arrives, and express thanks after the presentation. Student involvement in the planning of follow-up activities is most beneficial.

Interviewing

Interest in the people who visit the classroom or are visited in the world of work provides a meaningful opportunity to learn the techniques of interviewing which are a part of the language program.

The teacher can help the children to distinguish between questions about the work and questions about the worker. The first deals with information and facts; the latter, with attitudes and feelings. Below are some sample questions which may be used in an interview:

About the Work

1. What is the name of your job?
2. What kind of work do you do? What tools do you need? What might you do in a typical day? Is the work dangerous? Monotonous?
3. What hours do you work? How many hours a week? What does your working place look like?
4. What kind of education is necessary for this kind of work? Is there on-the-job training? Do you get more raises with formal education?
5. About how much money can someone earn at this kind of work? Is salary paid monthly or are there hourly wages? Are there any commissions or tips? Is there a chance of getting a lot of money all at once, or losing money quickly? Are there any fringe benefits and vacations?

About the Worker

1. As you see it, what are the advantages and disadvantages of your job?
2. Is there anything about your job that gives you a great deal of satisfaction and pride?
3. How do you occupy your self during your free time?
4. If you had your choice of jobs, what would you choose to do?
5. How did you get involved in your present occupation?
6. Would you recommend this kind of work for your children?
7. What was your opinion of this kind of work before you got into it?

Follow-Up

The type of activities which follow a classroom presentation will depend upon the nature of the visit. Some follow-up activities might include these:

1. Visit the site.
2. Prepare a bulletin board or display.
3. Write an experience chart.
4. Research related careers.
5. Dramatize related situations.
6. View films and filmstrips on related topics.
7. Practice any skills demonstrated.

The most important follow-up activity is an expression of appreciation from the teacher and the children.

Names, addresses, and telephone numbers of resource persons are catalogued in the elementary school libraries under appropriate subject headings as indicated in the list below.

ANIMAL LIFE
BANKING
BEES
BLIND
BRAZIL
BUSINESS EDUCATION
CAREER EDUCATION
COMMUNICATIONS
COMPUTER
CONSTRUCTION
DAIRY
DAIRY FARMING
DEAF
ECOLOGY
ELECTRICITY
ENVIRONMENTAL CONTROL
FARMING
FINE ARTS
FIRE SAFETY
FISHING
FOOD
FORESTRY
GREECE
GREEN HOUSE
HEALTH
HOTEL MANAGEMENT
INDIANS
JOURNALISM
LAW ENFORCEMENT
LUMBERING
MATH
MEDICINE
MONEY
NAVIGATION
NEWSPAPER
OCEANOGRAPHY
OUTDOOR LIVING
PAPER MANUFACTURING
POLICE
POND LIFE
PORTLAND, CITY OF
POST OFFICE
POTTERY
PUBLIC HEALTH NURSING
RECREATION
SAFETY
SELF AWARENESS
SENIOR CITIZENS
SEWAGE TREATMENT
SILVERSMITH
TEETH
TELEPHONE COMPANY
TELEVISION
TRANSPORTATION
U.S.A. REGIONS
U.S. COAST GUARD
WATERFRONT

APPENDIX A: SUGGESTED ACTIVITIES

ARTS/CRAFTS

Bulletin Boards
Cartoon Filmstrip
Charts
Clay
Collage
Diorama
Finger painting
Greeting cards
Models
Murals
Painting
    spray
    string
Paper mache
Portrait drawing
    life size
    silhouette
    partner
Posters
Pottery
Printing
    block
    potato
    junk
Wall hanging
Weaving

HANDS ON

Assembly line production
Carpentry
Cookie sales
Cooking
Desk refinishing
Landscaping school grounds
Painting litter barrels
Photography

CRITICAL THINKING/DECISION MAKING

Brainstorming
Classification of objects
Debates
Discussion
Experience charts
Interest inventory
Magic Circle
Making comparisons
Making lists
Opinion polls
Panels
Picture study
Problem solving
Sentence completion
Show and Tell
Summarizing

SUGGESTED ACTIVITIES - continued

WORK AWARENESS

- Bulletin board on workers
- Chart of parents' jobs
- Exhibit of tools
- Field trip to business site
- Games
  - Charades
  - What's My Line?
- Interview a worker
- Model community
- Picture collection of workers
- Report on a career
- Research a career
- Resource person
- Set up model in classroom
  - bank
  - garage
  - grocery store
  - post office

MUSIC

- Resource person in field of music
- Rhythm band
- Write a school song

SELF AWARENESS/VALUES

- Baby pictures
- Birthday calendar
- Field trip to historical or cultural site
- Full length mirror in classroom
- Hobby show
- ITV Inside Out
- Journal
- Magic Circle
- Secret buddy
- Show and Tell
- Student demonstrations
- Student of the week

RESPONSIBILITY

- Curriculum planning
- Peer teaching
- Plan a party
- Record keeping
- Room duties
- Safety patrol
- Student committees
- Student helper
- Teaching a lesson

SUGGESTED ACTIVITIES - continued

LISTENING

Records & Tapes

Resource persons

Stories & Poems

Television & Radio

DRAMATIC EXPRESSION

Film making

Mock Courtroom

Oral reading

Pantomime

Plays

Pupil demonstrations

Puppet shows

Role playing

Shadow plays

Skits

Slide show

Story telling

VOCABULARY

Acrostic

Crossword puzzle

Flash card on careers

Password

Vocabulary bingo

WRITTEN EXPRESSION

Creative writing

- Write about a picture

Essay writing

Journal entries

Letter writing

- Pen pals
- Thank you notes

Pair Tree (Homonyms)

Poetry

- Haiku
- Limericks

Publish a newspaper

Story completion

RESEARCH/REPORTING

Book reports

Booklets

Card file

Interview

Library visit

Note taking

Tape recording

SUGGESTED ACTIVITIES - continued

SCIENCE

- Classification
  - animals
  - leaves
  - plants
  - rocks
  - trees
- Ecology projects
  - landscaping
  - litter control
  - recycling
- Experimentation using scientific method
- Identification through senses
  - Feeling objects blindfolded
  - Listening with eyes closed
  - Observe and recall
  - Smell and Tell
  - Tasting party
- Record Keeping
  - Animal growth and behavior
  - Food consumption
  - Personal height and weight
  - Plant growth
  - Weather observations

SOCIAL STUDIES

- Contrast careers of different regions
- Group projects
- Interest clubs
- Map making
- Map reading
- Newspaper article collection
- Time line
- Time machine

PHYSICAL EDUCATION

- Games
- Folk dancing
- Modern dance
- Resource person on physical education

MATH

- Bingo
- Cook; use fractions in measuring
- Graph making
- Identify geometric shapes in classroom
- School store with cash register and play money

APPENDIX B: CLASSIFIED FIELDTRIPS

FIELDTRIPS ARRANGED ALPHABETICALLY

Airport
American Journal
Animal Farm
Apple Orchard
Art Museum
Atomic Energy Plant
Augusta

Bakery
Bank
Beach
Beauty Shop
Bus Depot

Campground
Candle Making Shop
Ceramic Studio
Cider Mill
City Government Offices
City Tour
Coast Guard Station
Computer Center
Conservation Site
Construction Site
Cott Bottling Plant
County Fair
Court House
Craft Shop
Credit Union

Dairy Farm
Data Processing Center
Dental Clinic
Dental College
Department Store
Desert of Maine

Egg Farm
Engine Repair Shop
Environmental Center

Factory
Fairgrounds
Farm
Ferry Terminal
Fire Station
Fish Hatchery
Florist

Food Processing Plant
Fuel Company

Garage
Garden
Greenhouse

Hannaford Brothers
Hardware Store
H.S. Business Education
H.S. Home Economics
H.S. Industrial Arts
H.S. Science
Historical Site
Historical Tour
Hoods Ice Cream Plant
Hospital
Hotel
Hydro Electric Plant

Ice Cream Plant

Junior High Industrial Arts

King Cole Potato Chips

Library
Longfellow Home
Lumber Yard

Maine Mall
Maine Medical Center
Maple Sugar Farm
Market
Monument
Moving Company
Museum

Nature Walk
Neighborhood Walk
Newfield Museum
Newspaper Office
Noyes Warehouse
Nursing Home

Pet Shop
Photography Studio
Planetarium
Police Department
Polling Place
Pond
Portland Head Lighthouse
Portland Water District
Post Office
Potato Farm
Pottery Shop
Prince of Fundy
Printing Company

Quarry

Railroad Museum
Railroad Yard
Restaurant

School for Blind
School for Deaf
School Tour
Service Station
Sewage Treatment Plant
Shoe Shop
Silversmith Shop
SMVTI - Culinary Arts
SMVTI - School of Oceanography
Sturbridge Museum
Supermarket

Telephone Company
Television and Radio Station
Theater
Travel Bureau
Tree Farm
Trucking Terminal

Veterinarian
Vocational School

Warehouse
Water Department
Waterfront
Weather Station
Wescott Medical Center

FIELDTRIPS - ARRANGED BY TOPICS

ANIMALS

Animal Farm
County Fair
Pet Shop
Veterinarian

BUSINESS

Bank
Credit Union
Data Processing Center
Garage
Hotel
Moving Company
Printing Company

COMMUNICATION

Newspaper
Radio
Telephone Company
Television

COMMUNITY HELPERS

Beautician
City Government Offices
Fire Department
Library
Police Station
Post Office
State Capital
U.S. Coast Guard Station
Weather Station

CRAFTS

Candle-making Shop
Craft Shop
Furniture Making
Photography Studio
Pottery
Shoe Shop
Silversmith

CULTURAL SERVICES

Art Museum
Concert
Historical Museum
Historical Site
Monument
Planetarium
Science Museum
Theater

ECOLOGY

Environmental Center
Hydro-electric Plant
Marsh
Nature Walk
Pond
Waterfront

EDUCATION

College Campus
Dental College
H.S. Business Dept.
H.S. Science Dept.
J.H.S. Industrial Arts
School for Blind
School for Deaf
School of Oceanography

FOOD

Apple Orchard
Bakery
Dairy Farm
Egg Farm
Fish Hatchery
Food Processing Plant
Ice Cream Plant
Maple Sugar Farm
Meat Packing Plant
Potato Farm
Restaurant
Supermarket

HEALTH

Blood Bank
Dental Clinic
Doctor
Hospital
Nursing Home
Sewerage Treatment Plant
Water District

INDUSTRY

Construction Site
Factory
Fuel Company
Lumber Yard
Mill

PLANTS

Environmental Center
Florist
Greenhouse
Tree Farm

RECREATION

Maine Mall
Park

RETAILING

Department Store
Hardware Store
Shopping Center

TRANSPORTATION

Airport
Bus Depot
Ferry Terminal
Moving Van
Navigation
Railroad
Travel Bureau
Trucking Terminal

FIELDTRIPS - ARRANGED BY 15 U.S.O.E. CLUSTERS

AGRICULTURE

Apple Orchard
Cider Mill
Dairy Farm
Egg Processing
Maple Syrup Farm
Potato Farm
Poultry Farm
Vegetable Farm

BUSINESS/MATH

Bank
Computer Center
Data Processing Center
High School Business Education Department

COMMUNICATION/MEDIA

Library
Newspaper Office
Photographers
Printing Company
Radio/Television
Telephone Company

CONSTRUCTION

Building Site
Brick Yard
Hardware Store
Lumber Yard
SMVTI: Construction

CONSUMER/HOMEMAKING

Child Care Center
Credit Union
High School Home Economics Dept.
Furniture Refinishing
SMVTI: Culinary Arts

ENVIRONMENT

Animal Farm
Environmental Center
Fuel Company
Greenhouse
H. S. Science Department
Hydro-electric Plant
Museum of Natural History
Nature Walk
Pet Store
Planetarium
Tree Farm
Weather Station

FINE ARTS/HUMANITIES

Art Museum
Candlemakers
Church
Concert
Craft Shop
Furniture Makers
Historic Site
Organ Console
Photography Studio
Pottery Shop
Silversmith
Theater

HEALTH

Dental Clinic
Dental College
Hospital/Clinic
Nursing Home
School for the Blind
School for the Deaf
Sewage Treatment Plant
Water District

CLASSIFIED FIELDTRIPS - continued

HOSPITALITY/RECREATION

Bowling Alley
Campground
Fast Food Service
Hotel
Marina
Restaurant
Travel Agency

MANUFACTURING: FOOD AND GOODS

Bakery - Wholesale
Factory
Food Processing Plant

MARINE SCIENCE

Fish Hatchery
Fresh Water Pond
Salt Water Marsh
SMVTI: Oceanography

MARKETING/DISTRIBUTION: FOOD AND GOODS

Bakery - Retail
Department Store
Small Business
Shopping Center
Supermarket
Warehouse

PERSONAL SERVICES

Barber Shop
Beauty Shop
Garage
Shoe Repair

PUBLIC SERVICE

College Campus
Dental College
Fire Station
Government, City
Government, State
Library
Military Base
Police Station
Post Office
Public Utilities
School for the Blind
School for the Deaf
Secondary School
  Business Education
  Computer Center
  Home Economic
  Industrial Arts
  Science

TRANSPORTATION

Airport
Bus Depot
Ferry Terminal
Pipeline
Railroad Yard
Transport Company
Trucking Terminal

APPENDIX C: TEACHING RESOURCES

I. HUMANISTIC EDUCATION

Teachers' Manuals:

Dimensions In Personality. Pflaum/Standard, 38 West Fifth Street, Dayton, Ohio 44502.

Focus on Self Development. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

Human Development Program. Human Development Training Institute, 4455 Twain Avenue, Suite H, San Diego, California 92120.

Filmstrips:

"Becoming Yourself." Scholastic Book Services, 404 Sylvan Avenue, Engelwood Cliffs, New Jersey 07632.

"First Things." Guidance Associates, 757 Third Avenue, New York, New York 10017.

"Focus on Self Development." Science Research Associates.

"Kindle." Scholastic Book Services.

"Lollipop Dragon." Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois 60614.

"Mirrors." Educational Activities Inc., Freeport, New York 11520.

"Who Am I?" Universal Education and Visual Arts, 221 Park Avenue South, New York, New York 10003.

Cassettes:

"Everybody Cries Sometimes." Educational Activities Inc.

"Identity." Children's Press, 1224 West Van Buren Street, Chicago, Illinois 60607.

"Learning About Cause and Effect." Troll Associates, 320 Route 17, Mahwah, New Jersey.

Materials:

"Career Insights and Self Awareness Games." Houghton Mifflin, Pennington-Hopewell Road, Hopewell, New Jersey 08525.

"Dimensions." [multi media kit] Scholastic Book Service.

"Emotions." [slides] Society for Visual Education.

"Learning About Values Study Prints." D. C. Cook Publishing Company, Elgin, Illinois 60120.

"Moods and Emotions." [study prints] D. C. Cook Publishing Company.

"Values Study Prints." BFA Educational Media, 2211 Michigan Avenue, P. O. Box 1795, Santa Monica, California 90406.

II. WORK AWARENESS

Filmstrips:

"Community Helpers." Education Enrichment Materials, Inc., 83 East Avenue, Norwalk, Connecticut 06851.

"How Money Works." Learning Tree Filmstrips, 934 Pearl Street, Box 1590, Dept. 100, Boulder, Colorado 80302.

"I Want To Be." Children's Press.

"Our Urban Needs." Society for Visual Education.

"People At Work." Learning Resources Company, P. O. Drawer 3709, 202 Lake Miriam Drive, Lakeland, Florida 33803.

"Pioneer Time." Eye Gate, 146-01 Archer Avenue, Jamaica, New York 11435.

"We Build A New House." D.C. Heath and Company, 125 Spring Street, Lexington, Massachusetts 02173.

"Working." BFA Educational Media.

"Working In Our Community." Ginn and Company, 191 Spring Street, Lexington, Massachusetts 02173.

"Working Together In a Neighborhood." Ginn and Company.

Cassettes:

"I Wonder What I'll Be." [songs] Shawnee Press, Delaware Water Gap, Pennsylvania, 18327.

"What Will I Be When I Grow Up?" [songs] Education Activities Inc.

Materials:

"Community Helpers." [study prints] Society for Visual Education.

"Community Helpers Activity Sets 1 & 2." F. A. Owen Publishing Company, Dansville, New York 14437.

"Community Helpers Crossword." Ideal School Supply Company, 11000 South LaVergne Avenue, Oaklawn, Illinois 60453.

"Dimensions." [multi media kit] Scholastic Book Services.

"Early Career Series." [study prints] Lerner Publications Company, Minneapolis, Minnesota.

"Flash Card Rebus." [game] CFI, 2100 Locust Street, Philadelphia, Pennsylvania 19103.

"Learning About Careers." [study prints] D. C. Cook Publishing Company.

"Neighborhood Friends and Helpers." [study prints] Society for Visual Education.

III. PHILOSOPHY & STRATEGY FOR IMPLEMENTATION

Drier, Harry N., Jr., et al. *K-12 Guide For Integrating Career Development Into Local Curriculum*. Worthington, Ohio: Charles A. Jones Publishing Company, 1972. 255 pgs.

Dunn, James A., et al. *Career Education: A Curriculum Design and Objectives Catalog*. Palo Alto: American Institute for Research, 1973.

Hoyt, Kenneth B., et al. *Career Education: What It Is and How To Do It.* Salt Lake City: Olympus Publishing Company, 1972.

Maine State Department of Education and Cultural Services. *Career Education and Maine: General Information.*, 1973. Bureau of Vocational Education, Augusta, Maine 04330. 23 pgs.

Mager, Robert F. *Preparing Instructional Objectives*. Palo Alto: Fearon Publishers, 1962.

The National Standard Career Education Model: Kindergarten through Adult. Irvine, California: Educational Properties, Inc., 1972.

U. S. Department of Health, Education and Welfare. *Career Education.* DHEW Publication No. (CE) 73-00501. 10 pgs. For sale: Superintendent of Documents. Catalog No. HE 5.280:8000075. U. S. Government Printing Office, Washington, D.C. 21402. 30 cents.

_______. *Career Education: A Handbook For Implementation.* 102 pgs. 55 cents.

IV. CURRICULUM DESIGNS AND ACTIVITIES

Borowsky, George et al. *Yellow Pages of Learning Resources*. Cambridge: MIT Press, 1972. 94 pgs.

Bottoms, James E., et al. *Career Education Resource Guide*. Washington: General Learning Corporation, 1972.

Ryan, Charles W. *Career Education Program: Volume 1 K-6*. Boston: Houghton Mifflin, 1973.

State of Maine. *Career Education & Maine: Curriculum Guide K-12*. State Department of Education and Cultural Services. Augusta, Maine 04330. 268 pgs.

State of Maine. *I Can: Ideas For Teachers*. State Department of Education and Cultural Services, Augusta, Maine 04330.

V. PERIODICALS AND NEWSLETTERS

Career Education. Science Research Associates, Inc., 1972, 1973. (by Kenneth B. Hoyt).

The Career Education Digest. Educational Properties, Inc., 3303 Harbor Boulevard, Suite H-6, Costa Mesa, California 92626. $10 per year, 1973.

Career Education News. McGraw-Hill Institutional Publications. 230 West Monroe Street, Chicago, Illinois 60606.

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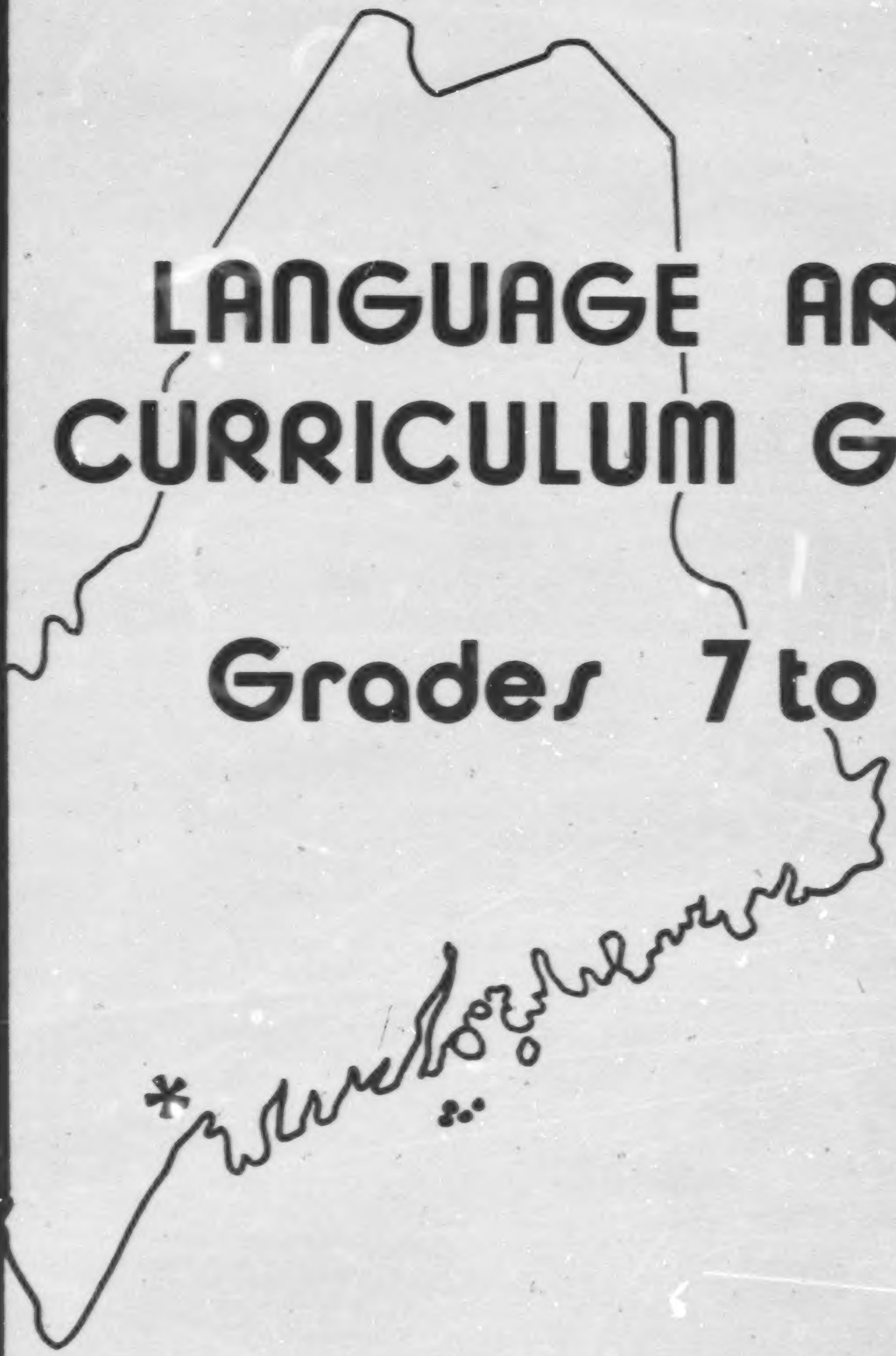

LANGUAGE ARTS CURRICULUM GUIDE

Grades 7 to 12

South Portland, Maine

LANGUAGE ARTS

CURRICULUM GUIDE

Grades Seven - Twelve

South Portland, Maine

June, 1976

Printed by PRIME Resource Center Print Shop, Portland, Maine

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LANGUAGE ARTS CURRICULUM GUIDE

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South Portland, Maine
1975-1976

The project reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare, through the Maine Research Coordinating Unit. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Maine Research Coordinating Unit and/or the Office of Education position or policy.

AFFIRMATIVE ACTION STATEMENT

In keeping with federal and state guidelines, the South Portland School Department does not and will not discriminate on the basis of sex, race, color, religion, national origin, ancestry, age, or physical handicap, in the educational programs or activities which it operates, and is required by Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 and Title IX of the Educational Amendments of 1972 and Part 86 of Title 45, Code of Federal Regulations not to discriminate in such a manner.

The requirement not to discriminate in educational programs and activities extends to employment practices in the school system and to the admission and treatment of students.

To insure non-discriminatory practices and procedures, the South Portland Board of Education, with the assistance of an Affirmative Action Committee, is developing an Affirmative Action Plan and other compliance procedures.

It has also appointed an Affirmative Action Officer to coordinate its efforts to comply with and carry out its policies and responsivilities regarding non-discrimination.

Inquiries concerning the application of Title VII, Title IX and Part 86 to the School Department should be addressed to the Affirmative Action Officer, Ralph W. Egers, Jr., Curriculum Office, South Portland School Department, 130 Wescott Road, South Portland, Maine 04106, Telephone 775-6501.

October 14, 1975

FOREWORD

How can one adequately express appreciation to a group of people who have diligently researched, worked closely with coworkers to gather concerns and beliefs, spent much time with parent groups, actively involved community resource people and representatives of institutions of higher learning, and last but of most importance sought input from the student body to provide the impetus for developing new concepts which should prove valuable to both students and community.

Mary Cruise, in writing of Sarah Lee Wright, says in a few beautifully chosen words what makes an endeavor such as this a reality.

John Seekins
JOHN I. SEEKINS, JR.
Superintendent of Schools

SARAH LEE WRIGHT

We remember Sarah Lee for her love of family and friends. We recall her great faith, her courage, her dignity. We think of her talent for teaching and her commitment -- her total commitment to her work. We remember the standards she asked of her students -- never more than she asked of herself. We recall her gift and great love for writing. We remember her willingness to take a stand when she believed strongly.

We think of her subtle humor and her ability to laugh -- often at herself. We think often of those things in which she found beauty -- the sea, flowers, animals, travel. We recall her impatience with those who forget "life is to be lived." We think of her marvelous blend of Southern charm and "New England conscience." We remember her "Right to Read" speech -- we cannot forget it. We remember that she wrote for this guide.

We remember.

PREFACE

This curriculum guide is composed of a series of language arts skills, activities and course outlines for grades seven through twelve. It is intended to be an instructional tool both for the experienced teacher and the teacher new to our schools. The design provides a definite sequence to our English program, yet it is flexible enough to allow for teacher creativity.

Teachers produced this guide. All of the activities and the course outlines have been tested in the classroom. We trust that the combination of sound research and practical application has resulted in a realistic guide.

Where appropriate, career education activities have been suggested. We believe that students should have the opportunity to explore their personal values and to consider the alternatives offered in different careers.

The guide was designed to fit the needs of our students. The scope of the guide recognizes the varying abilities of students as well as their diverse interests and goals.

Mary Cruise
Sarah Lee Wright
James Dunn, Chairman
English Department
South Portland High School

ACKNOWLEDGEMENTS

We recognize and appreciate the interest of those who have supported our efforts in the publication of this curriculum guide.

John I. Seekins, Jr.	Superintendent of Schools
George H. MacLeod	Director, Career Education
Frederick E. Freise	Assistant Director, Career Education

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whose patience is limitless,
whose dedication is rare,
whose secretarial talent is
evident on every page of this guide.

CURRICULUM REVISION PROCESS
South Portland English Department

The process of curriculum revision of the South Portland school system - Project REVAMP - began in the 1973-74 school year with focus upon the secondary mathematics department. This three-year program of revision includes also the English and social studies departments, one year being spent for special emphasis upon each. Infusion of career education into the curricula of these major departments will expand into other areas as well. The following account describes the process of curriculum revision in the secondary English department of South Portland.

Selection of staff was the first step. Curriculum coordinators were chosen by the administration from the secondary faculty, one teacher from the junior high and one from the high school. These teachers, released for the year from classroom teaching, worked under the supervision of a director of career education (assistant superintendent of schools) and an assistant director of career education. The teachers selected as curriculum coordinators are experienced classroom teachers with some knowledge of this city's education system, the character of the community itself, and an avowed interest in meeting the needs of students regarding education and career.

The staff's first major task early in September was the setting of objectives for the entire year. In general these included a thorough review of the present curriculum, visits to various schools in and out of the South Portland system, the study of curriculum and career education materials, contacting parents and students, working with teachers, development of the year's career education program (workshops, acquisition of new materials, development of new courses). Each coordinator composed a process chart setting forth monthly objectives for the school year. This calendar served as a guide for the major activities of the staff, and was amended continually. Although we experienced some real frustration trying to plan an entire year's program at the very beginning of the year, before we actually knew where we were going, we found that, once outlined, our work for each month was more easily determined and more efficiently accomplished. The process chart also provides a step-by-step account of our year's work.

During the first weeks, a great many hours were spent in reading, studying, and ordering various materials to increase our own background of knowledge and understanding of the concept of career education, its successes and failures elsewhere in the country. We found an overwhelming amount of literature, some very helpful and some very confusing. Our pursuit of information continued throughout the year. Resources included curriculum guides from other schools and from other states, abstracts, microfiche, and other ERIC materials, professional texts and journals, films and filmstrips, periodicals (*Career Education News*, *Career Education Digest*, newsletters) and publications of the National Council of Teachers of English.

Needs assessment was the most time-consuming project of the entire year. We now realize that this process could have been done more easily and finished earlier had we spent less time in search of an instrument already devised and tested, and created our own - which eventually we had to do. We studied the Right to Read assessment instrument, visited the State Library in Augusta and the University of Maine Portland-Gorham Curriculum Library in search of further assessment materials, explored through ERIC, and spent much time trying to discover what others had done before us. Finally we followed the advice of our own elementary coordinator: never mind what others have done. Write your own.

Our needs assessment involved four areas of research: South Portland teachers, parents, students, and the community. Meetings with teachers were held at the junior and senior high schools, individual interviews with every teacher were conducted by the curriculum coordinators, and a fifty-item questionnaire was prepared and distributed to every secondary teacher. The purpose of all this survey of teachers was to ascertain what is actually being taught and how, what skills are needed, what duplication exists, and what gaps in the curriculum need to be filled. Teachers received the questionnaire October 1 and were asked to complete it by October 15. They were not required to sign their names, but department chairmen were asked to collect every form so that the survey would represent the entire English department. Answers were tabulated and comments compiled, and the results were stenciled and distributed to the teachers October 31. Much helpful information was acquired in this survey and used in many ways throughout the year. For example, teachers expressed opinions regarding the kinds of meetings they preferred, the extent of their interest in communicating with teachers at levels above and below their own, and topics to be explored in workshops.

Evening meetings with parents were scheduled at the junior and senior high schools. These meetings were attended by the Career Education staff and English department chairman, superintendent, and principals. A slide presentation showing some of South Portland's career education activities was offered at the junior high schools, and at all meetings free discussion of the curriculum and its needs was encouraged. Parents had received notices of these meetings, and student volunteers helped with telephoning. Attendance was much smaller than we hoped, but those parents who attended participated with interest and offered some helpful ideas. In addition to these specially planned parent meetings, career education personnel were available in the Career Resource Center of each school at the annual Open House for parents.

Student opinion was sought through questionnaires, classroom discussions, and guidance groups. Senior surveys administered by the guidance department and five-year surveys of graduates gave us some indication of student needs and opinions. The questionnaires were given to representative classes at each level, tabulated by the teachers, and the results stenciled and distributed to secondary teachers.

Our most practical and interesting information came from the South Portland community. A number of local employers, representative of the fifteen job clusters, were interviewed by the two secondary curriculum coordinators. We found the most effective way to conduct these interviews was to have one interviewer engaged in discussion with the employer while the other took notes. We used a prepared outline of topics, a copy of which was given to each employer interviewed. This employer survey form gave direction to the interview and helped us to obtain the particular information we wanted. Without exception, the business people we interviewed were cooperative, courteous, even eager to talk about ways in which education and business can work together for the good of students and community alike. This same interest and spirit of cooperation was evidenced by our Advisory Board, a group representing education, parents, civic groups, labor, and business.

Local publishing houses provided useful information both through examination of their catalogs and educational materials and through tours showing job and career possibilities for students. Many commercial publications provided information and resources. Materials from exhibits and workshops of state and regional conventions further expanded our resource library.

In addition to the individual interviews scheduled by the curriculum coordinators, visits were made to local business firms participating in the Career Guidance Institute sponsored by the South Portland schools. These weekly visits were made after school, over a period of twenty weeks, by interested teachers, students, and parents.

The curriculum coordinators also visited a number of schools outside the South Portland system. We collected curriculum guides, interviewed teachers, visited classes, examined textbooks, and made comparisons. Detailed reports of all visits were written by the curriculum coordinators and copies distributed to English teachers, principals, and interested administrative staff.

Another interesting community contact was the University. We found that college instructors are as poorly informed as to secondary curricula, practices, and objectives as are secondary teachers regarding the college program. Teachers at both levels expressed interest in exchange visits to classes and any other possible communication that might improve the sequential element of education. We found a universal criticism -- from elementary, to junior high, to senior high, to college: there is mutual ignorance regarding other levels, there is needless duplication and repetition, there is a need for a more effective, truly sequential educational system.

Visits to regional vocational schools provided further information. Again, we found that secondary teachers, in the main, knew very little about the opportunities and programs offered by vocational institutions, whose faculties are very eager to be visited and to improve communication with the comprehensive schools who send their pupils for part-time work/study.

We recommend contacting any other department, organization, or staff that might be simultaneously assessing needs. Often this information can be shared, to the benefit of both. For example, our assessment of curriculum needs was aided by surveys administered to various classes and to special groups by the guidance departments of our schools. Also, South Portland became involved last year with the Right to Read program, and the curriculum coordinators attended meetings and helped in tailoring the Right to Read needs assessment instrument, many of whose concerns were ours also.

In December a summary of the most obvious educational needs of the English program of South Portland's secondary schools was completed. Other recommendations would be added later. The preliminary recommendations were presented to the School Board on January 6 and approved at that time.

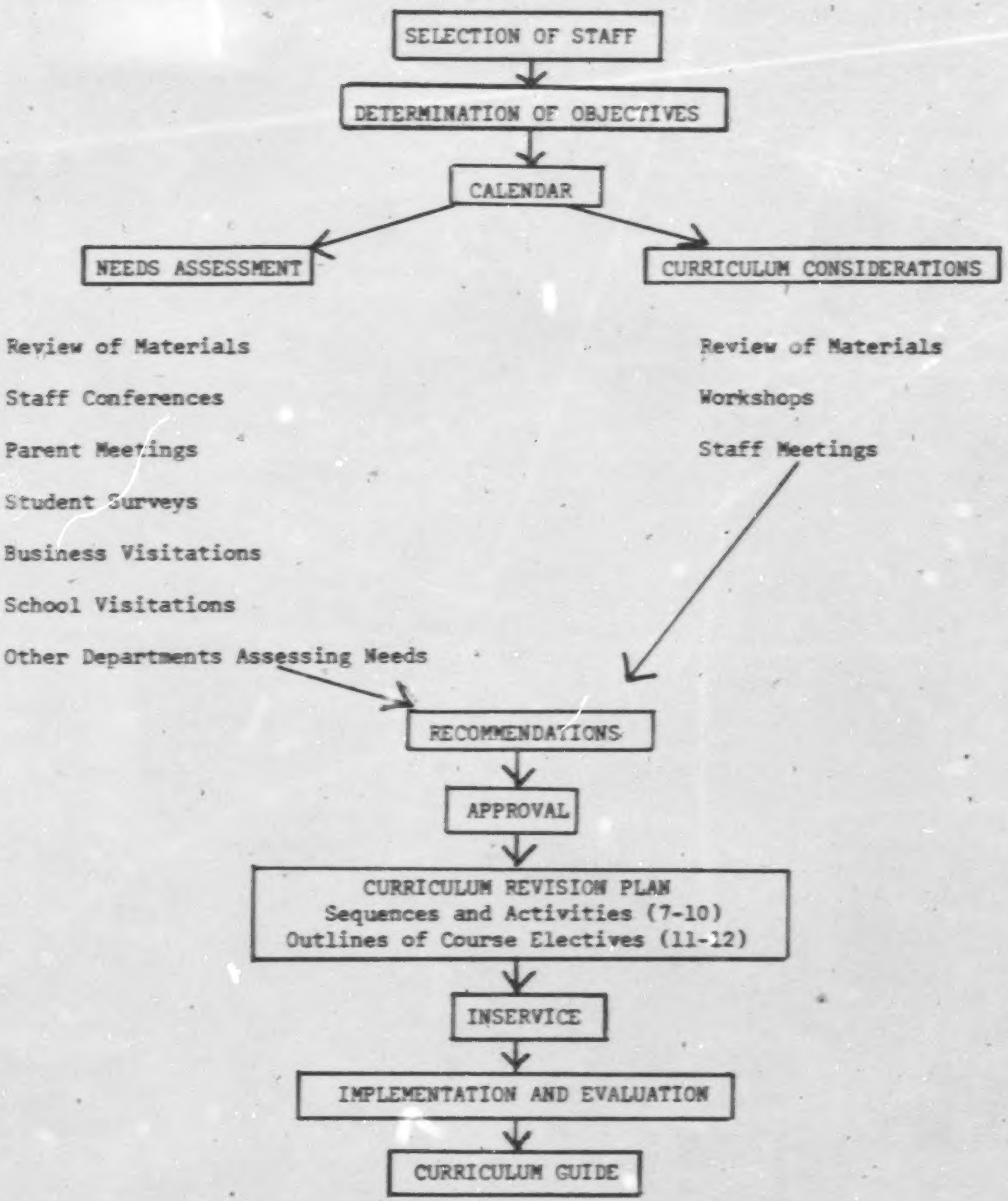
Actual revision of the curriculum was not delayed until the needs assessment was completed. Obvious needs became apparent long before December, and we began working on our sequential program, reviewing and ordering materials from many sources, commercial and professional, field testing whenever possible the classroom activities and units that seemed appropriate, viewing films, studying microfiche and curriculum guides from many states.

Individual and group meetings were held all during the fall, with administration, teachers, principals, career education staff, and guidance counselors participating. Records were kept of all meetings.

Inservice workshops were held in November, December, February, and June. Objectives of the workshops included curriculum revision, infusion of career education into the curriculum, and teacher communication. Notices were sent well in advance of each workshop. Workshop activities included speakers, visits to Prime Resource Center, viewing of films, filmstrips, and microfiche, examination of materials assembled by the curriculum coordinators, discussion groups, slide presentation of career education in South Portland (this proved to be one of the most valuable and informative activities offered) and -- perhaps the best feature -- time for teachers to plan and write, either individually or with partners, a unit or course description for use in the classroom.

Culmination of the year's work was two-fold. (I) Recommendations for improvement of the English department were presented to and approved by the School Board in March. (II) The working draft of our first sequential plan for curriculum revision was published and distributed to secondary English teachers, to be used as guidelines, classroom tested, and implemented with activity packages. Implementation, evaluation, and further amendment will lead to publication of the curriculum guide in the spring of 1976.

CURRICULUM REVISION PROCESS
South Portland English Department


SELECTION OF STAFF
DETERMINATION OF OBJECTIVES
CALENDAR
NEEDS ASSESSMENT
CURRICULUM CONSIDERATIONS
Review of Materials
Staff Conferences
Parent Meetings
Student Surveys
Business Visitations
School Visitations
Other Departments Assessing Needs
Review of Materials
Workshops
Staff Meetings
RECOMMENDATIONS
APPROVAL
CURRICULUM REVISION PLAN
Sequences and Activities (7-10)
Outlines of Course Electives (11-12)
INSERVICE
IMPLEMENTATION AND EVALUATION
CURRICULUM GUIDE

GRADE SEVEN - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Decoding skills: sounds syllables root words suffixes, prefixes Comprehension: Reading to find main idea to select details to answer questions Rate: Key words Phrasing (thought units) SQ3R (Survey, Question, Read, Restate, Review) Appreciation: reading for pleasure understanding plot Library Orientation Group/Individual Directed Reading Study of make-up of books	Practice in form of preparing papers Personal writing: sketches journals Paragraph main idea supportive sentences Writing for English and content area subjects: definitions brief essay answers summaries Writing after viewing films, filmstrips Letter Writing	Subject - Verb Direct Object End Punctuation Capitalization Simple Sentence By putting together its component parts, the student may better understand the concept of a sentence. Sentence building with adjectives Vocabulary: sight vocabulary word study from reading selections context clues Spelling: Basic Lists Student writing Dictionary Usage Word Study Dialects	Oral Reading Choral reading Pantomime Practice: asking and answering questions giving and taking directions Reporting: hobbies interests references other areas Listening to write from dictation Listening to enjoy Recognizing the importance of courtesy, responsibility, participation in listening situations Role Playing and Improvisation	Guidance Program: Study habits and attitudes Orientation to Career Resource Center Investigation of job clusters Research of careers English: Tourism in Maine Newspaper Unit Newspaper Careers

DIAGNOSIS AND CORRECTION OF INDIVIDUAL READING DISABILITIES WITH THE HELP OF THE READING SPECIALIST ARE RECOMMENDED FOR ALL GRADES AND ALL PHASES.

GRADE SEVEN - PHASES 4 and 5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Basic skills from Phases 1-2-3 as needed. Comprehension: Purposes of reading: to follow directions to see relationship between main ideas and details to see time relationships to recognize spatial relationships Interpretation: recognizing sequence of plot noting character change sensing emotion visualizing character and setting Library Orientation Group/Individual	Topic sentence: Supporting sentences Topic outlining: One major division Sub-topics Creative outline Simple plan for student composition Note taking in topic outline form Personal writing Autobiographical sketches Letters Friendly Thank you Expository Brief reports based on writing Transposing in student's words Writing based on reading Avoid stereotyped report	Subject Noun Personal Pronoun Verb Action Linking Simple Tense Complement Direct Object Predicate Adjective Predicate Nominative Simple Sentence Punctuation Capitalization Adjective-Comparison Adverb Conjunction (Coordinating for use in compounds) Object of Preposition Adjectives and Adverb Phrases Usage Spelling Dictionary Vocabulary Word Study Dialects	Oral reading Choral reading Pantomime Practice: asking and answering questions giving and taking directions Reporting: hobbies interests references other areas Listening to write from dictation Listening to enjoy Recognizing the importance of courtesy, responsibility, participation in listening situations Role Playing and Improvisation	Guidance Program: Study habits and attitudes Orientation to Career Resource Center Investigation of job clusters Research of careers English: Tourism in Maine Newspaper Unit Newspaper Careers

GRADE EIGHT - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Refine basic skills Pre-reading (Preparation for a reading assignment) Skills: Defining purpose for reading Adapting rate to purpose and content Understanding sequence of ideas and events Understanding conflict basic to plot Study of general make-up of books noting the plan of the authors Oral Reading Pronunciation Expression Appreciation: Understanding major and minor characters Interpreting dialect and unfamiliar language Library	Pre-writing Re-writing Note taking for content area subjects Reference work: Brief reports in student's own words Tone: Business letter and Friendly letter to peers to elders Post cards of request Writing based on reading Writing based on viewing television and class films Personal writing Hobbies Articles for school newspaper Summary of a short story applying time sequence	Predicate Adjective Predicate Nominative Adverb Compound parts of simple sentence Prepositional phrases Spelling from Spelling text Grammar text Student writing Vocabulary/Dictionary Words from reading Activities in use of telephone book Usage Word Study Dialects	Oral reports Small group discussions Taping of discussion, listening Discussion of films, television Introductions and responses Taking and giving messages Pantomime Characterization (Scenes from literature) Role Playing and Improvisation	Guidance/English: Career Fair Preparation, orientation, and evaluation in Career Resource Room English Units: Revolutionary Lifestyles Alternatives to Book Reports Self and Career Exploration Community Resource Indian Lifestyles History of Schools Lifestyles-Hearing

GRADE EIGHT - PHASES 4 and 5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Skills taught as needed Pre-reading (Preparation for a reading assignment) Word Study: Derivation Vocabulary from literature Comprehension: Organizing ideas in the selection Recognizing cause and effect relationships Receptive reading Interpretation Mood, atmosphere Dialect in literature Literary devices Foreshadowing Flash back Figures of Speech Simile Metaphor Personification Alliteration Theme in literature Library Dialects in Literature	Pre-writing Re-writing Progression in outlining Note taking to develop listening skills Letters of Request and Order Friendly Letters (End teaching of letter form with grade eight.) Report based on two references Outlining-two point Summarizing Personal Writing Correlate personal experience with literature Books Comparative terms Dialogue: Punctuation Capitalization	Noun Abstract, concrete Appositive Pronoun Indefinite Possessive Cases Subject-verb agreement Verb Perfect tenses Conjugation Passive Voice Transitive Mood Conjunction-correlative Distinction between Simple Sentence Patterns and Compound Sentence Clause: Adjective/Relative Pronoun Adverb/Subordinating Conjunction Complex Sentence Verbals-begin study Spelling Grammar text Spelling text Student writing Vocabulary/Dictionary Word families Synonyms, antonyms, homonyms Vocabulary text Dialects	Listening: for specific information to organize information to develop different solutions to infer cause behind facts to form opinion Speaking: Small Group Discussion Oral Book Reporting Taping Discussion Dramatizing Scenes from literature Role Playing and Improvisation Oral Reading Pronunciation Expression	Guidance/English: Career Fair Preparation, orientation and evaluation in Career Resource Room English Units: Revolutionary Lifestyles Alternatives to Book Reports Self and Career Exploration Community Resource Indian Lifestyles History of Schools Lifestyles-Nearing

GRADE NINE - PHASES 1-2-3

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Basic skills as needed Pre-reading (Preparation for a reading assignment) Word Study Structural clues to meaning Vocabulary from literature Rate Approaches to Reading Skimming Rapid Average Slow and Careful Comprehension Drawing conclusions Distinguishing fact and opinion relevant and irrelevant Evaluate, organize, use information Appreciation Identify with characters Recognize that literature can be used to understand one's life and oneself	Pre-writing Re-writing Outlining for speeches and reports Writing directions and explanations Writing about leisure activities Writing from job shadowing Personal Writing Writing open letter to school paper to daily paper Writing from reading Writing reviews of radio, television films	Pronouns Agreement subject and verb Conjunctions Compound Sentence Spelling Vocabulary/Dictionary Vocabulary text Usage Word Study Dialects	Giving directions and explanations Taking directions (as in job shadowing) Listening to recordings of good literature followed by class discussions Listening to take notes for a personal interview Adapting speech to audience and occasion Participating in panel discussions Role Playing and Improvisation Ninth grade speech syllabus includes purposes of speech	Guidance/English: Nine Week Courses: Self and Career Exploration Introduction to Careers Projects and Units: Oral Reading Consumer Education in English class Job Shadowing

GRADE NINE - PHASES 4 and 5

Reading and Literature	Writing	Language: Grammar and Usage	Speaking, Listening	Career Education
Pre-reading (Preparation for a reading assignment) Rate: Approaches to Reading Comprehension Inferring special shade of meaning as determined by the context Increasing competence in critical reading, stressing ability to distinguish fact and opinion Relating reading to past reading through mythology and poetry Comparing characters, settings and conflicts in current reading to those in previously read books Interpretation Character traits Motivation of characters Character and environment Effect of language Figures of speech Imagery Symbolism Satire Style	Pre-writing Re-writing Planning and preparing a multi-paragraph theme suited to specific purpose: entertain, inform persuade, self-release Refining the use of transitional devices Writing five kinds of expository paragraphs Outlining for speeches and reports Creating variety in sentence structure Preparing investigative reports about selected authors Improving personal writing through opinion essays for varied audiences	Noun Clause Compound-complex sentence Verbals-continue study Parallelism Subjunctive Spelling Vocabulary/Dictionary Vocabulary text Origin word histories Vocabulary from literature Word Study Dialects	Enjoying literature through appreciative listening Adapting speech to audience and occasion Participating in general and panel discussions Using techniques of oral interpretation Role Playing and Improvisation	Guidance/English: Nine Week Courses: Self and Career Exploration Introduction to Careers Projects and Units: Oral Reading Consumer Education in English class Job Shadowing

CAREER DEVELOPMENT DESIGN

GOALS

	PRIMARY	INTERMEDIATE
SELF AWARENESS	Demonstrate an awareness of his own interests, skills and feelings.	Demonstrate an appreciation of his own skills, interests, feelings and values.
INTERPERSONAL SKILLS	Demonstrate cooperation in social situations.	Develop an appreciation of the differences between individuals or groups.
DECISION MAKING	Use his senses to gather data and to develop concepts.	Develop skills in making generalizations, hypothesizing and predicting.
WORK AWARENESS	Gain knowledge of workers in the home, school, and community.	Identify the personal and environmental factors which influence a worker.
MANIPULATIVE SKILLS	Develop psychomotor skills.	Improve psychomotor skills.
ECONOMIC AWARENESS	Understand that people are paid for their work and use that money to satisfy their needs and wants.	Recognize that each individual is a consumer, producer and citizen, and as such has certain rights and responsibilities.
VALUE OF WORK	Identify ways that workers are of service to the community.	Recognize that an individual can find satisfaction through his work.
RELEVANCE OF EDUCATION	Recognize that school is a place to learn.	Recognize that schooling is necessary for future careers.

CAREER DEVELOPMENT DESIGN

GOALS

JUNIOR HIGH	SENIOR HIGH
Recognize that his talents, values, interests, and limitations relate to career goals.	Make goal-oriented choices related to his career requirements and future employability skills.
Develop the interpersonal skills required for work roles, recognizing that trust and respect are factors in human relations.	Demonstrate an understanding of the importance of human relationships in volunteer and part and full time work.
Develop an awareness of the results of decisions which will give him a sense of control over his future.	Identify realistic alternatives based on education, work experience and counseling and accept responsibility for career decisions.
Explore and analyze the common and unique characteristics of jobs within the 15 U.S.O.E. job clusters.	Recognize that social, environmental, and technical factors influence career trends and as a result workers must be flexible, adaptable and mobile.
Identify and use manual skills that are essential to many careers and leisure time activities.	Develop competence in use of manipulative skills required in one's future career or educational plans.
Develop an awareness of the financial and legal consumer resources as they relate to personal and family economics.	Understand and appreciate, as a worker and consumer, the complexities of the American economic system.
Understand impact of one's career on his lifestyle.	Gain insight into personal and social value of employment through simulated or real work experience.
Recognize that mental, physical and communicative skills are basic and applicable to all career fields.	Identify the relation between mastery of content knowledge and educational or vocational plans.

LANGUAGE ARTS IN THE JUNIOR HIGH SCHOOL

Our syllabus consists of a program of five components each having its own particular characteristics:

READING AND LITERATURE, which

recognizes that learning to improve reading skills is a continuous process.

gives attention to the need for study skills.

adjusts to all levels of ability.

affords the opportunity for students to learn truths about people.

prizes the old but recognizes that much of the contemporary is good.

provides for the reading of all types of literature: poetry, drama, biography, fiction and non-fiction.

uses audio-visual materials which Bruner terms "devices for vicarious experiences."

WRITING, which

offers frequent practice in "practical" writing but encourages personal writing.

stresses the value of writing as related to other aspects of the English program.

emphasizes the process of writing.

provides for experiences in descriptive and narrative writing.

recognizes that audiences other than the teacher be offered the student.

stresses the mechanics of legible handwriting.

LANGUAGE, which

distinguishes between grammar and usage.

supports the research that the study of formal, analytical grammar begin at grade seven.

encourages the inductive method of teaching grammar.

builds an interest in words.

SPEAKING AND LISTENING, which

acknowledges the fact that the "spoken" language is the language.

provides the opportunity for students to learn and practice both speaking and listening skills.

affords the opportunity for student interaction.

CAREER EDUCATION, which

recognizes that a career is a way of life.

encourages an awareness of self and of interpersonal relations.

provides for wide range of student abilities and interests.

strengthens the work ethic.

emphasizes an awareness of values.

We believe with Einstein that "it is essential that the student acquire an understanding of and a lively feeling for values. He must acquire a vivid sense of the beautiful and the morally good. Otherwise he - with his specialized knowledge - more closely resembles a well trained dog than a harmoniously developed person."

SUGGESTED ACTIVITIES FOR GRADE SEVEN

READING

A student gets a certain number of miles on a map of the United States for each type of book he reads. An index card is passed in listing the characters, plot, favorite incident and people for whom the book is recommended. A test grade of A is received for each trip across the country.

After reading a story in class, students write questions to stump a panel of "experts" who volunteer to field questions in front of the class.

When a student has read a short story, he selects an activity from a card file of suggested topics. This may be a research topic from the career resource room or a book from the library based on the material read.

VOCABULARY

When doing vocabulary in reading, the students submit their own vocabulary lists, without definitions. They should learn their individual words and the list can be handed back as a vocabulary portion of a class test over content.

WRITING

Have the students write letters to one another and have them actually put them in the mail. Evaluations can be made when the letters are received. The person who gets the letter should bring it in for discussion, perhaps by the writer and the reader in pairs. Of course, if someone moves, the opportunity for corresponding should be seized immediately.

Each student has a folded piece of construction paper, kept in class and decorated as he pleases. Several times a week, a suggested topic is written on the board. Students may write on that topic or one of their own choice. The teacher spot reads the journals and makes personal comments pertaining to the subject matter, but not to spelling or grammar. This project helps one to get to know his students.

Write autobiographies in a series of weekly installments (describe your first memory, your parents, your thoughts toward grammar school years). These are proofread but not graded. Ultimately they are edited as one piece of writing by the author.

Keep track of editorials and cartoons in the newspaper. They can be used both for reading and grammar work and are obviously topical enough. Have students follow one comic strip for a week and write about it. They could describe characters or the source of humor. With a good editorial, a clearly stated viewpoint can be examined for its argument or persuasiveness. These can be reproduced to resemble their appearance in the paper.

Publish as much as possible what students write.

Take actual paragraphs the students have written and type three of them - a good one, a fair one and a poor one. Students read them aloud and have the class rate them as good, fair or poor. Then the class takes a vote and notes how the majority rated the writing. The teacher then offers opinions about the grading.

Give students the first line of a potential story and have them consider possibilities in groups. Once enough stories have been told, have them composed on paper.

SAMPLE STORY SHEET

Consider these as the first line of a story:

1. Walking carefully across the ice, Bill heard frightening sounds as he reached the middle of the pond.
2. All alone, I looked for the bus, but it had left.
3. As he opened the door, an alarm bell began to clang.

Now, a good story answers all of a reader's questions. Thus, before you write, THINK.

Ask yourself:
Where could this be happening?
Who could be in this story?
When might this be happening?
What kind of day is it?
What time of day is it?

Are you going to have a surprise ending?

If any of these thoughts leads you to ideas not listed here, feel free to write on them.

GROUP ACTIVITIES

Students form groups of two or three and make lists of spelling words using newspapers, magazines, textbooks. Later in the week, they write the words in sentences and take a pretest and a test, again in groups.

Teams are formed, usually boys against the girls and two people in front of the class shake a cube and draw a card as each player is up. The card has a word on it and the cube tells whether to use the word as a noun, verb or adjective.

Students write everyday situations on index cards. At the end of a class, a group of three might act out a situation for the class. Students are encouraged to think spontaneously.

Students write two characters, two settings and two situations. They then get together with another person and combine the items, eliminating or adding, to create a story or play.

Students discuss the problems of the elderly and plans to alleviate the problems. This also makes a good theme topic if the student selects one problem and suggests one solution for it.

MYTHOLOGY

Create a god or goddess needed in the 20th century as a god of machines. Explain the need.

Create a story telling about what one of the ancient gods or goddesses would be doing today.

Write a myth to explain a natural phenomenon. For example, if we didn't have science, how might we explain snow or thunder?

FOLKLORE

Write your own tall tale.

Research proverbs, riddles and superstitions to tell the class. Interview parents and especially grandparents for superstitions.

Pantomime a folk hero by showing what he was famous for, e.g. Paul Bunyan and his swinging axe. The class must guess which folk hero is being described.

TREASURE ISLAND

Resource: Lighthouses of Casco Bay, Peter D. Bachelder

Activity: Write reports on local shipwrecks. Additional background information may be found through interviews or newspaper accounts.

CALL OF THE WILD

Resources: Filmstrips - Jack London: A Life of Adventure

Activities: Write a realistic story about something you have done or some place you have been just as London wrote about things he had seen or done.

Call of the Wild is, in many parts, seen through Buck's eyes. Pretend you are someone or something else and tell about one of your experiences.

TOM SAWYER

Resources: "Mark Twain's Life" - filmstrip and cassette
"Mark Twain Tonight" - recording
"Age of Mark Twain"
"Two Portraits" from Roughing It

Activities: Library research projects: slavery, superstitions, Hannibal
Writing projects: a modern Tom Sawyer
compare with "My Side of the Mountain"-an adventure
after listening to the stories of Bill Cosby, a modern day Mark Twain, write several paragraphs about what you did as a child.

SOUNDER

Resources: Filmstrips on prejudice
Recordings of poetry of the blacks
Library books on black literature

Activities: Students are responsible for project using library research materials.
Students read poems in class and hear recordings of black poetry.
Students write about their own prejudices.

Sue Fagan
Craig Furbush
Chris Wieting
Memorial Junior High School

Grade Seven

THE TRIAL

A. Objectives:

The student will use the basics of debate and of courtroom procedure.

The student will distinguish between facts and persuasive arguments.

The student will read for specific facts and for an understanding of characters in literature.

The student will recognize that an author's theme may be interpreted in many ways.

B. Activities:

1. Students read a novel, short story or poem which involves a crime.
   Examples: Tom Sawyer
   Call of the Wild
   Treasure Island
   Myths and Legends
   "The Highwayman"
   "A Figure of Speech"
2. Students reread the work taking various parts as witnesses, judges, lawyers.
3. Lawyer and witnesses write speeches and rebuttal for courtroom trial, citing evidence and offering examples to sustain arguments.
4. Students hold trial in class. This may be performed in costume before another class or it may be videotaped.
5. Jury members make a decision based on the testimony. Judge pronounces sentence.
6. Class debates the validity of the decision. Discussion follows as to how the addition or deletion of certain facts altered the case.
7. Students suggest other endings both for discussion and as possible theme topics.

Gary Hill
Memorial Junior High School

Grade Seven

LANGUAGE ARTS ACTIVITIES

A. Long before "Scope" began to use the brief mysteries in its magazine each week, I have used the ones contained in an old Scholastic book called "Minute Mysteries" both for their mystery value and as a way of checking whatever we happen to be studying. There is always a vocabulary exercise based on words in the story or words I have substituted. The stories may be rewritten to be used for paragraphing, direct quotations, capitals, spelling, synonyms, finding the use of the word in that particular story and, of course, solving the mystery. Once you get started, there are many variations.

B. For reluctant readers, I select jokes in which two people are conversing with each other and write each person's dialogue on a card. The first to speak is numbered 1, the second 2. When I have enough for a class, all of the 1's are passed out, then all of the 2's. Someone with a 1 stands and reads his part of the joke; the one with the corresponding 2 must recognize it and read his part until the joke has been told. Most kids (any age) love jokes.

C. Tricky parts of grammar are more fun if the rules are made into rhymes.

> "You can make most nouns plural
> Without a scowl or a frown -
> The rule is simply this, my friends,
> Just add s to the noun,
> Unless it ends in a buzzing sound
> From an sh, x, or z -
> If it does, make another syllable
> By adding es, you see."

D. Probably not too many teachers are familiar with a hobby known as refunding. This consists of searching stores, newspapers, magazines, and various products for forms offering money, free products, or gifts for the correct qualifiers. Then the requirements must be mailed in, and in due time the mail brings the reward. I have used this with small groups that dislike reading and writing. In order to benefit, they must read directions, follow them correctly, and address a letter correctly. Sometimes the refund is in the form of a check, so they learn to handle that correctly. Once they have been introduced to this, they no longer consider newspapers and magazines their enemies, but are constantly looking for new forms.

Mary Walton
Mahoney Junior High School

Grade Seven

ACTIVITIES TO ACCOMPANY AN ANTHOLOGY WHICH FEATURES STORIES OF COLONIAL TIMES

A. Create a mural or a model of a colonial village. Student ingenuity will determine the use of materials: paper-mache, clay, pipe cleaner figures, popsicle sticks or dolls dressed in authentic costumes. This may be a project which involves an entire class or small groups.

B. Demonstrate candle making, weaving, knitting or any other craft familiar to students. Such projects may lead to a Hobby or Craft Show.

C. Write a theme imagining yourself involved in an occupation known only to this time period. Before writing, the student will need much library research.

D. Devise a bulletin board display. Pictures, cards and souvenirs of family trips to historical areas may be mounted. Visits to Philadelphia, Plymouth, Sturbridge or Williamsburg will provide excellent historical background.

PROJECTS TO BE USED IN THE TEACHING OF THE WITCH OF BLACKBIRD POND

I. Objective: To enable students to have a better understanding of certain aspects of the colonial period.

Activity: Research library resources on the subject of witchcraft.

II. Objective: To improve the writing skills of students and encourage their use of imagination.

Activity: Picture Kit and Nat ten years after the book has ended. Write about their lives and plans at that period.

Write about Barbados as described to you by Kit, a neighbor. The student must research the area to write effectively about it.

Evaluation: For these types of reports, the student receives one grade for factual information and another for the technical aspect of the work.

THE ALPHABET STORY COMPOSITION

Students may work alone or in pairs on this project. They are to write a story beginning each sentence with a successive letter of the alphabet. The class votes on the best story and paperback books, school stationery or pens are awarded the winning pair of writers.

SPELLING

Give students words from their spelling lessons written on cards. Have the students go to the front of the room and arrange themselves alphabetically on the basis of words assigned. Without looking at the word again, they must be able to spell it correctly before sitting down. Later these cards may be used for review.

Have students keep a notebook of misspelled words. Every two weeks, two students will work together retesting each other on the words missed in the previous lessons.

Keep a "Spill and Spell" game available for students to use when they have completed their work and only a few minutes of class time remain.

BULLETIN BOARD PROJECT

This project may be used successfully with any novel. Students design book covers using a character or scene from the story. Original sketches or drawings depict their impressions of central figures and events. Dramatic lines from the story add to the effectiveness of the display.

REVIEW BASEBALL

Students write ten questions and answers over the story or novel. These are to be used in the game.

The class is divided into two teams. The scoring is similar to baseball - three outs to a team.

Team A	Team B
first base	first base
second base	second base
third base	third base
runs	runs

Each team must put a player on each base before runs are accumulated. This process continues until three outs are made. Then the other team is up to bat.

WHAT'S INSIDE YOUR HEAD?

The teacher makes a silhouette of each student's head by using the overhead projector. This casts a shadow of his head on a piece of paper which is secured to the blackboard. Next each student fills his head with his likes and dislikes in the form of a collage. If the student has not included his hopes for the future (his career plans), he should be asked to include these. If he is unable to find a picture, a word will do.

After the heads are tacked to the bulletin board, the student explains his plans to the class. Following this, a work sheet on career planning is provided as each student does mini-researching in the career research room. Sharing of information is done informally.

FROM PAINTING TO WORDS TO PAINTING

Aims: To help students:

understand the value of preparing clear and organized writing.

decide which details are important enough to be included in writing.

recognize that specific information is essential to his description or explanation.

arrange details in logical sequence.

Procedure: Present to the class a painting unfamiliar to the group. It may be an original created by the art teacher.

Have the class write a description of what they see in the painting.

Give the papers to the art teacher who will have a class paint what they find in the description.

Combine the class writing the description and the class painting from that description.

Discuss the need for accuracy in writing descriptions.

Pamela Beal
Mahoney Junior High School

NEWSPAPER UNIT

*①②③ 4 ⑤ 6 7 ⑧

OVERVIEW: This project was created as a means of incorporating all phases of language arts. Students too often see grammar, writing and speech in isolation. This activity provided the opportunity for them to apply their basic skills in these areas to the study of the newspaper.

OBJECTIVES:

1. Self Awareness: The student will recognize that his interests relate to career goals.
2. Interpersonal Skills: The student will develop the interpersonal skills required for work roles.
3. Decision Making: The student will use the decision making process to determine the work roles for the project.
4. Manipulative Skills: The student will use the manual skills essential to a newspaper career.
5. Relevance of Education: The student will recognize that communicative skills are basic to a career field.

RESOURCES: Local newspapers

Newspaper guides, published workbooks or teacher-prepared guide sheets

Mimeograph/carbon/printing facilities

Art supplies/paper

Novel, short story or poem of sufficient depth

ACTIVITIES: Read newspapers to identify parts, style and mechanics.

Skim a previously read novel, short story or poem and sketch facts and point of view.

Study the differences between journalism and creative writing.

Divide the class into newspaper staff. Assign work roles to match student skills and capabilities.

Write articles, columns or news features. Many may be based on school activities, sports, projects.

* ALL CIRCLED NUMERALS IN THIS AND SUBSEQUENT UNITS REFER TO THE GOALS OF THE CAREER DEVELOPMENT DESIGN.

Prepare copy to be typed, mimeographed and assembled.

Distribute product to class and other interested groups.

EVALUATION: Rate student performances in assigned work roles.

Evaluate participation in group situations.

List advantages and disadvantages of the roles of newspaper workers as evidenced by the project.

Prepare graph-type copy sheet providing self-correcting method for spelling and mechanics.

Grade students on the quality of articles written, including sports columns, editorials, features, cartoons.

Cite instances of the value of specific school subjects to the success of the project.

Gary Hill
Memorial Junior High School

Grade Seven

NEWSPAPER CAREERS - AN INTERDISCIPLINARY STUDY

1 [✓ 2] 3 [✓ 4] 5 [✓ 6] 7 8

OVERVIEW: The original concept for this study was found in Career Education Resource Guide. The recommendations offered there have been expanded to become this unit. The project provides an opportunity for an English teacher to emphasize the value of reading, writing and speaking skills. It affords the teacher of mathematics the practical applications of math principles.

OBJECTIVES:

1. Interpersonal Skills: The student will demonstrate respect for others in group activities.
2. Work Awareness: The student will identify factors which determine career choices.
3. Economic Awareness: The student will develop an awareness of community resources.

RESOURCES: Newspaper reporter

Career Education Resource Guide. Bottoms, Evans, Hoyt, Willers, eds.
General Learning Corporation

Newspapers from several states

"Newspaper" - Prime film

ACTIVITIES: Secure the names and addresses of several newspapers published in various parts of the country.

Write to the editors requesting issues of papers for class project.

Have local newspaper reporter visit class for interview.

Visit a newspaper plant and report to class.

Assign features of newspaper for small group study: editorials, letters to the editor, columns: political, social, sports, advice, financial.

Specify individual assignments:

Distinguish between local, national and international issues.

Read letters to the editor to identify local problems and concerns.

Read school news.

List sports unknown in local area.

Look for local or Maine news in out-of-state papers.

Seek features you would recommend be printed in local paper.

Watch a television program and write an evaluation of it. Compare it to newspaper review of same program.

Find rates of advertising in local paper and determine costs of various ads.

Compare wages, cost of living, housing as evidenced by classified ads.

Use stock report on financial page to follow $10,000 investment over a period of several months.

Use sales ads quoting per cent discounts to determine costs of items advertised.

Study the effectiveness of photography in the papers surveyed.

Seek news articles concerning people and their work.

Survey classified ads to distinguish workers: professional, skilled, semi-skilled, unskilled.

Note workers whose jobs are determined by locality.

Make a chart of major industries in various areas indicated by news features and classified ads.

Seek news items concerning young people.

List geographic factors that influence career choices.

Prepare lists of careers found in other papers that are not in evidence in local area.

Indicate on a map of the United States the geographic areas included in the study.

Compare forms of entertainment, social and community news found in feature articles as well as in advertisements.

Look for different styles of reporting the weather.

EVALUATION:
1. Each group will prepare graphic studies of careers identified through the project.
2. Each group will be responsible for its findings.
3. Each group will design bulletin board displays of local, national, international news.
4. Each group will give a report of stocks - gains or losses.

Mary Cruise
Theodora Sotiriou

Grade Seven — Hospitality and Recreation

TOURISM IN MAINE

1 ②③④ 5 ⑥ 7 ⑧

OVERVIEW: Tourism in Maine had its origin in a unit developed during a summer workshop devoted to individualized instruction. A modified version of that unit was the basis of this classroom activity.

The project began with the general theme of leisure living. Later this was narrowed to leisure in Maine. Finally the focus became leisure in South Portland, an area of varied recreational facilities. Obviously, the project could be adapted to many localities.

Ideally this could become an interdisciplinary project - an English teacher working with a geography teacher. Maine history would provide an excellent background for the study. Another possibility is that a mathematics teacher could use the financial computations for a vacation or trip as a class activity.

OBJECTIVES:

1. Decision Making: The student will identify the steps in the decision making process.
2. Economic Awareness: The student will develop an appreciation of consumer resources.
3. Value of Work: The student will gain insight into the relationship between one's work and lifestyle.
4. Relevance of Education: The student will recognize that skills acquired in class situations are basic to career fields.

RESOURCES: Resource people:

Earle Angell - former historian for City of South Portland
Representative of Maine Publicity Bureau
Community members

Resource materials:

"Historical Tour of South Portland" - Rosemarie Flaherty
"Leisureland USA") Eastman-Kodak films
"Acadia National Park")
"The Bounding Maine") Prime films
"Maine Parks")
Maps of Maine
Travel folders from Maine Publicity Bureau
Slides of South Portland

ACTIVITIES:

1. View films on leisure and recreation.
2. Write an interpretation of the term Leisure.
3. Describe a vacation, a trip or a place visited which made a lasting impression.

4. Interview a representative from Maine Publicity Bureau.

5. Discuss sources of information with school librarian.

6. Plan a five day vacation within the state.

7. Select an ideal vacation. Example:
   You live in Houlton and you choose to surf in York.
   You live in Kittery and your choice is a hunting trip in Machias.

8. Plan a five day leisure vacation within the state. Outline route on state map.

9. Prepare an itinerary of the trip.

10. Itemize all expenses involved in vacation.

11. Keep a diary of activities.

12. Invite city historian to speak to the class about South Portland.

13. Investigate recreational facilities in local area.

14. Write promotional ads or design posters promoting local community.

15. Discuss advantages of living in South Portland and in Maine.

EVALUATION:

1. Students will be presented a simulated problem dealing with travel and asked to describe the factors involved in making a decision.

2. Students will submit a log with specifics of finances of the vacation.

3. Student will keep a diary in which he records the workers who made trip possible.

4. Students will submit reports offering positive feelings for community and state.

FOLLOW-UP: This unit could be an introduction to the Self Exploration project found in grade eight.

Bill Thombs
Mahoney Junior High School

Grade Eight Communications

SELF EXPLORATION OF INTERESTS, HOBBIES, OR OCCUPATIONS

①② 3 ④⑤ 6 7 ⑧

OVERVIEW: Many students often have unlimited resources in areas relevant to their world outside the classroom. It would seem possible that all students must have some direct contact with a "hands-on" experience that could be shared with others.

It is my assumption that there is much knowledge that may be gleaned from individual students. Therefore, it is favorable for us as educators to recognize this fact and make use of this resource in our classrooms. Thus I asked my students to select an interest, a hobby, or an occupation that was close to them. Each student was given the responsibility of researching and presenting his topic to a peer group.

I have enclosed samples of subject areas and actual projects which were worked on by students. I have attempted to go into detail on one of them. There was a boy in one of my classes who was interested in fishing and fishing boats. He is currently employed as a hand on a fishing boat out of South Portland. He proceeded to do some research with help from the Mahoney and South Portland Public Libraries. He then drew a full scale drawing of a typical fishing vessel to be found in this area. An interview was also used to gain information and lay the groundwork for a class field trip to visit his place of employment. Because this was a small group, the captain consented to take the entire group on a brief excursion in the harbor. Filming, slide taking, and taping were used to add meaning to this experience. A written evaluation and summary of this report was followed by a general class discussion. These materials were available for student perusal in the career resource room.

OBJECTIVES:

1. Self Awareness: The student will recognize the need for self discipline and respect for others.
2. Interpersonal Skills: The student will gain insight into the many careers in his community and his relationship to them.
3. Work Awareness: The student will learn many occupations have their origins within individual hobbies.
4. Manipulative Skills: The student will share with the class his knowledge of a particular hobby or leisure time activity.
5. Relevance of Education: The student will make effective use of research and communication skills.

RESOURCES: Local libraries: South Portland - Mahoney - Memorial

Values Clarification - Simon

On the Rocks - Student publication, South Portland High School

Map of Old Port Exchange area in Portland

An itinerary outlining route

Foxfire film

Sample subject area and project possibilities

Fishing Boats
Candlemaking
Leatherwork
Cats and Animals
Backpacking and Hiking
Model Rocketry
Hawaii
Woodworking
Refinishing Furniture
Post Office

Speech Therapy
Shrimp Fishing
Coaching Football
Lobstering
Motorcycles
Skiing
Horseback Riding
Water Pollution
Italian Cooking
Comedy - Theater

Secretaries - Office Workers
Firearms-Ammunition
History of South Portland
Coast Guard
Police Work
Model Trains
Automobiles
Travel - trip taken by family

ACTIVITIES: A. All students participate in following:
1. Interview a personnel director from local bank who offered her services to help students prepare for their own interviews.
2. Preview *Foxfire* film.
3. Assist in filming or taking slides and taping.
4. Prepare presentation for members of class. Video tape program might be made of the presentation to be offered to other classes.

B. Students choose one activity:
1. Contact outside resource people.
2. Introduce community resource people to the group.
3. Lay groundwork for field trip. This includes permission slips, personal contacts, and organization.
4. Write thank you notes to resource people.

EVALUATION:
1. Use peer evaluation to judge the nature of student participation.
2. Write a paragraph as to how students' particular abilities apply to the jobs researched.
3. List jobs that are an outgrowth of hobbies.
4. List personal, social and financial conditions necessary to carry out leisure time activities.
5. Write summary of report. Exchange with other students and proofread.
6. Write diary of field trip and interviews.
7. Evaluate films and slides presented by student members.
8. Complete evaluation sheets on individual reports.

Bill Thombs
Mahoney Junior High

Grade Eight

Fine Arts and Humanities

BOOK FAIR - A COMMUNITY RESOURCE

①②③④ 5 ⑥ 7 ⑧

OVERVIEW: The project was the joint effort of an English teacher and the school librarian. Students were offered the opportunity to conduct the Book Fair which was held during American Education Week to permit parents to participate in purchase of books. Since the art department was involved in designing posters, this became an interdisciplinary project.

OBJECTIVES: The student will become aware of his strengths and weaknesses in a work-related situation.

The student will display his ability to cooperate with others in a group project.

The student will determine procedures for work roles in retail and wholesale buying.

The student will gain knowledge of workers in his own community.

The student will develop an awareness of consumer resources.

The student will recognize those skills basic to careers.

ACTIVITIES: Vote on proposal to hold Book Fair.

Discuss with teacher moral issues involved in book selection.

Discuss books of interest and general appeal.

Survey friends regarding their choices of books.

Invite representatives of wholesale paperback company to speak to the class.

Investigate discount and margin of profit.

Bring to class slips from parents granting permission for field trip.

Visit book company and select books, judging the number of each needed. Cars provided by teacher, librarian and public library staff.

Publicize Fair with posters in each classroom.

Assign work roles for sale. Arrange individual book stands on U-shaped tables. Prepare display of books in alphabetical order.

Conduct book sale throughout school day from 8:00 to 3:00 p.m. Request that students pay for books at time of purchase. Continue sale in the evening for parents at Open House.

EVALUATION:

1. Observe responses to teacher-led discussions.
2. Present problems of censorship and have students make value judgments.
3. Compose list of questions to be used in interview.
4. Compile list of desirable books.
5. Write an ad or design a poster publicizing the Fair.
6. Award prizes of free books for best entries in the Poster Contest.
7. Evaluate on tally sheet the success of work roles: selling, cashering, tallying, supervising.
8. Rate student organization, procedure and conduct throughout the project.

FOLLOW-UP: A Book Exchange will take place in the spring. Students will bring to class books they no longer want. They will receive a number of other student books comparable to those offered.

Beverly Theriault
Leon Rowe
Mahoney Junior High School

Grade Eight

INDIAN LIFESTYLES

The Only Good Indian Is A Dead Indian - Right?

1②③④5 6⑦⑧

OVERVIEW: Until the fifteenth century, the people of North America and the people of Europe lived without knowledge of each other's existence. In North America there were many nations sharing a rich culture that had grown up over thousands of years. Though it was varied in detail from place to place, it was based on the reverent identification with nature, a sense of the oneness of things - the sun, the earth, man, plants, and animals. Dances, art, religious rituals, and way of life were all centered in this mystical understanding of the world.

In Europe, another rich culture had developed around different values: ownership of property, commerce, town life and its social institutions. The old nature religions had long since been replaced by Christianity, which was held to be the only path to salvation to all mankind.

Then, in 1492, Christopher Columbus discovered a vast land and strange, dark people on "the other side of the world." His fellow Europeans realized that the New World was a reservoir of enormous wealth, and they began to cross the ocean to acquire it. With them, of course, they took their religion, value system, and customs. Our history books tell what happened when the European and Indian cultures met and clashed.

Recently, however, many Indians have complained that our history books tell it only from the white man's point of view - and, what is worse, tell it wrong. This unit concentrates on the Indian point of view and presents facts not to be found in most history text books.

OBJECTIVES:

1. Interpersonal Skills: The student in group work will share responsibility for the success or failure of the group.
2. Decision Making: The student will compare the history of the Indian as presented in history texts and in the materials required as reading in the unit.
3. Work Awareness: The student will develop an awareness of how people in any society have an effect upon others.
4. Value of Work: The student will identify the social and environmental factors that influence working conditions.
5. Relevance of Education: The student will demonstrate skills in information gathering and communication.

RESOURCES: A. Texts and Magazines

When the Legends Die - Hal Borland

Scholastic Scope
"To Catch a Never Dream") September 22, 1969
"Old Loyalties and New Dreams")
"Navajo Reservation Holds Surprises for City Kids"-October 4, 1971
"Chief Joseph - A Man of Courage" - January 31, 1972
"Black Elk Speaks") November 13, 1972
"Being an Indian")
"House of Dark Mist" - December 4, 1972
"In Beauty It Is Begum" - December 13, 1972

Scholastic Voice
"American Indians: We Have Spoken" - December 13, 1972

Discovering Literature
"Mountain Medicine"
"Locomotive 38 - The Ojibway"

B. Media

Recordings
"Authentic Music of the American Indian"
"The Best of Buffy Sainte-Marie"

16mm Films
Geronimo Jones
Indian Boy of Southwest
Indians of Early America
American Indians Before Europeans
American Indians of Today
Apache Indians
The North American Indian - Treaties Made-Treaties Broken
The North American Indian - How the West Was Won-and Honor Lost
The North American Indian - Lament of the Reservation

Filmstrips/Cassettes/Records
Strangers in Their Own Lands
The Alienated American
Prejudice
The Sioux

C. Addresses for Information on Indians

Arrow Inc.
822 DuPont Circle Building
Washington, D.C. 20036

Association on American
Indian Affairs
432 Park Avenue South
New York, New York 10016

Indian Rights Association
1505 Race Street
Philadelphia, Pa. 19102

Bureau of Catholic Indian Missions
2021 H Street, N.W.
Washington, D.C. 20006

National Congress of American
Indians
1346 Connecticut Avenue
Washington, D.C. 20036

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

ACTIVITIES: 1. Read materials assigned and view films.

2. Research one or more tribes from one of the five major areas: Woodland, Plains, Southwest, Northwest Coast, California-Intermountain. The report will include: geographical region and its effect on lifestyle, religion and customs, dress, manner of earning a living.

3. Prepare an oral presentation which may be accompanied by visual aids.

4. Write a report on specific Indian leaders, tribes, or historical events.

5. Write letters to obtain information on current Indian problems.

6. Interview resource people in the community who are authorities on Indian lore.

7. Demonstrate to class such crafts as bead work, pottery, weaving, sand painting.

8. Share research findings with class members.

9. Conduct group discussions based on information gained from research.

EVALUATION:

1. Tally student participation in group work using guidelines previously established by teacher and class.

2. Evaluate Indian problems comparing and contrasting the Indian point of view with that of the government.

3. Identify six characteristics of Indian lifestyles that conflict with those of white men.

4. List the social and environmental factors that aid or hinder the Indian in his quest for an adequate living for his family.

5. Complete written report following guide sheet provided focusing on Indian's attempt to reconcile his heritage and the white man's world he lives in.

6. Relate conflicts between the Indians and settlers to contemporary problems.

7. Discuss Indians' ideals, concerns, religious and moral beliefs and their training of children. Compare them with those of the white man.

Wilma Bridges, Teacher
Larry Woodward, Teacher
Barbara Graves, Librarian
Memorial Junior High School

Grade Eight

U.S.S.R. PROJECT

OVERVIEW: South Portland in 1975 became a site for the Right to Read Process. A component of the Process is the U.S.S.R. Program which recommends a class period of uninterrupted sustained silent reading. This seemed a worthwhile project for a diversified eighth grade class which met in the Reading Center.

OBJECTIVES:

1. The student will investigate the resources of the library.
2. The student will select books pertaining to his particular interest and ability.
3. The student will read with sustained interest during class session.
4. The student will choose method of reporting on reading.

ACTIVITIES:

1. Select three books - fiction or non-fiction - from the library.
2. Read independently one day each week for a full class period.
3. Choose from the following alternatives a method of reporting on reading:
   a. Demonstrate oral communications with class report.
   b. Write about responses to reading.
   c. Prepare a tape for the class or teacher.
   d. Report on reading in a teacher conference.
   e. Dramatize a scene from one of the stories.
   f. Construct a diorama with accompanying oral or written presentation.

Independent Project:

As an incentive for students to complete the reading of the three required books, they were offered the opportunity of taking candid photographs. Any person or scene within the school area could be "snapped." Support for the project was provided by a fellow teacher who agreed to develop the film. It was then determined by a vote of the group that another eighth grade division would choose the winning photograph and that an inexpensive prize would belong to the lucky amateur photographer.

Phyllis Small
Memorial Junior High School

HISTORY OF OUR SCHOOLS

1 ②③④⑤ 6 ⑦⑧

OVERVIEW: Members of the community, particularly those for whom local schools have been named, seem worthy of student research. Such individuals have made sufficient contributions to the area as to be so honored. Students conducting research on the lives and careers of these individuals would recognize the value of their heritage.

OBJECTIVES:

1. Interpersonal Skills: The student will in group work practice communication skills required for work roles.
2. Decision Making: The student will, as a member of the group, determine the individual and school to be researched.
3. Work Awareness: The student will identify the factors which influenced the community members researched.
4. Manipulative Skills: The student will use manual skills essential to many careers.
5. Value of Work: The student will investigate the contributions made by prominent members to the community.
6. Relevance of Education: The student will consult community members on essential background for his project.

RESOURCES:

Resource people
Local television or newspaper reporter
Community members

Research locations
School, South Portland and Portland Public libraries
Maine Historical Society
Gannett Newspaper library
South Portland City Hall

Publications
"The 19th Century Meets the Media: A Slide-Tape Research Project" from English Journal
"On the Rocks" - South Portland High School publication
"Salt" - Kennebunk High School
South Portland High School Yearbooks

Films and Slide Presentations
Foxfire)
Effective Writing: Research Skills) available from Prime Resource Center
Religion - High School sociology class production
The Nearings - Mahoney Junior High production

Equipment
Tape recorder and tapes
Camera for slides

ACTIVITIES:

1. Read publications and view films listed.
2. Determine name for project.
3. Visit research locations for materials providing historical background.
4. Write to "We Hear" for use of photographs and news articles.
5. Prepare practice interviews with video tape.
6. Interview news or television reporter in class.
7. Interview members of community acquainted with person whose life is being researched.
8. Present scenes from lives of individual researched drawing on the authentic dress and music of the time.
9. Prepare written, as well as slide, presentation based on findings.

EVALUATION:

1. Rotate student leadership roles in group situations.
2. List in sequence the skills required for decision making process.
3. Write an essay on financial and social conditions which determined the life style of individual studied.
4. Record amount of student participation in work related experiences.
5. Name four specific contributions made by individual whose life has been researched.
6. Faculty, parent, and peer evaluation of written reports and slide presentation.

Mary Cruise
Theodora Sotiriou

Grade Eight

GROUP CONTRACT

The Group Contract is an approach to reading which provides an opportunity for students to have free selection of books. At the same time, the project fosters student cooperation and responsibility. It offers a variety of related activities many of which promote oral presentations.

Students are given a choice of the book they wish to read. Then they are placed in groups with four or five others who have chosen to read the same book. The group contracts for a grade. All members must agree.

Requirements of Contract

Complete 11 of 12 activities A
Complete 9 of 12 activities B
Complete 7 of 12 activities C

The teacher will accept no contract for a grade lower than C.

SAMPLE OF CONTRACT AND ACTIVITIES

I, __________, agree to fulfill the requirements necessary to achieve a grade of ___ in connection with a study of the book __________. I understand that I am subject to penalty for failure to meet the requirements as stated.

1. Draw and illustrate an explanatory map.
2. Write a two-page (250-300) essay explaining the form of courage depicted.
3. Create an essay test of twenty thought questions.
4. Prepare a bulletin board demonstration.
5. Achieve a minimum score of 90 on an objective examination.
6. Prepare an adequate author-biographical sketch using and citing at least three sources.
7. Compose a dialogue between two characters in the book.
8. Act out one scene in the novel.
9. Assemble a composite of at least 10 poems suitable for reading with the novel and relate each briefly to the novel.
10. Present an audio-visual lesson with explanation.
11. Write a resume, brief but complete, of the book retaining divisions of the book.
12. Comprise a list of at least 50 vocabulary words with their meanings.

Beverly Theriault
Mahoney Junior High School

REVOLUTIONARY LIFESTYLES

[✓ 1] 2 3 [✓ 4] 5 6 [✓ 7] 8

OVERVIEW: The history of the American Revolution is more than a series of events. In this unit, students will explore the daily life of the Revolutionary Americans--their work, their customs, their arts and crafts. Against this examination of lifestyles, the pre-revolutionary events of Boston will be presented.

The unit will be presented as an inter-disciplinary effort of English and Social Studies classes in the eighth grade. The main focus of the English class will be upon daily life in Boston as presented in Johnny Tremain by Esther Forbes. The Social Studies class will deal with the historical events of the era.

OBJECTIVES:

1. Self Awareness: The student will compare his lifestyle and values with those of young people living in Boston during the Revolution.

2. Work Awareness: The student will study the early apprentice system. He will identify the roles of adult workers to recognize their contributions to the growth of America.

3. Value of Work: The student will learn through research of the lives and careers of prominent historical figures of the Revolutionary period.

RESOURCES:

Johnny Tremain - Forbes
The Free and the Brave - Graff
An Album of Colonial America - Ingraham
Everyday Life in Colonial America - Wright
Life in Colonial America - Speare
Patriot's Choice: Story of John Hancock - Wagner
John Adams and American Revolution - Bowen
Give Me Liberty - Folsom
Heroes of the American Revolution - Davis
Sam Adams, Son of Liberty - Alderman
Poems of American History - Stevenson
Paul Revere and World He Lived In - Forbes
Turncoats, Traitors and Heroes - Bakeless

Audio-Visual Materials:

The American Revolution: Part I
Causes of the Revolutionary War
Colonial Living with Paul Revere (12 prints)
Colonial Living (6 filmstrips with cassettes)
The Making of a Nation (recording)

ACTIVITIES:

1. Students will read the novel, Johnny Tremain.

2. Students will note the attitude of the characters toward work and the effect it had on the story.

3. Students will study some of the ways artisans earned a living in Boston. They will consider whether any of these same occupations are in existence today. They will discuss the changes that have taken place in the conditions of work, in the job itself, and in the amount accomplished since colonial days. Choices: coopers, weavers, soap-boilers, leather-dressers, sailmakers, shipwrights, printers, clockmakers.

4. Students will research an occupation practiced during the Revolution. Possible choices:

    silversmith
    apothecary
    cooper
    printer
    fish mongers
    whaler
    merchant
    gunsmith
    tinkering
    medicine
    weaver
    tailor
    potters
    papermakers
    plumbers
    chandler
    housewright
    sawyers
    joiner
    miller
    tanner
    currier
    fuller
    itinerant
    cat whipper
    barber
    wigmaker
    shipwright
    glass blower
    hornsmith
    baker
    hatter
    wainwright
    bookbinder
    pewterer
    coppersmith
    cabinetmaker
    blacksmith
    cutler
    tobacconist
    braziers
    ironmaker

5. Students will prepare an oral presentation and demonstration of these Revolutionary crafts and occupations.

6. Students will read from assigned list of library texts of the lives of famous men of the Revolution:

    John Hancock
    Paul Revere
    Joseph Warren
    Sam Adams
    John Adams
    Billy (Wm. Dawes)
    James Otis
    Dr. Ben Church
    Major Pitcairn
    General Gage
    Josiah Quincy
    Colonel Smith

7. Students will use the resources of the library to learn of customs, religions, schools, and the apprentice system of the 18th century.

8. Students will select one activity from the following:

    a. Prepare a bulletin board contrasting colonial signboards and modern forms of advertising.

    b. Produce articles for class newspaper, similar in form to "Boston Observer." Features will include those of an historical and social nature.

    c. Present a class program featuring Revolutionary -
    Speeches: Patrick Henry's "Speech Before the Virginia
    House of Burgesses, March 23, 1775."
    Thomas Paine's "The Crisis, December 19, 1776"

"A Minuteman's Pledge"
"Washington Accepts the Command" June 16, 1775
"The Declaration of Independence" (first part)

Poems: "Paul Revere's Ride" - Henry Wadsworth Longfellow
"Concord Hymn" - Ralph Waldo Emerson
"A Ballad of the Boston Tea Party" - Oliver Wendell Holmes
"The Eve of Bunker Hill" - Clinton Scollard
"Nathan Hale: A Ballad of the American Revolution" - author unknown

Song: "Yankee Doodle" (see An American Revolutionary War Reader)

EVALUATION:

1. Discuss the novel and take an objective test.

2. Complete one sheet listing aspects of student's lifestyle and another for that of young person in early Boston.

3. Cite five items they had not previously known about the occupations researched.

4. Apply or relate knowledge of historical figures gained from reading the novel to the information found in history and reference texts.

5. Evaluate individual projects: bulletin board, class newspaper, class program, or class demonstration.

Wilma Bridges, English
Gary Hill, English
Larry Woodward, History
Memorial Junior High School

GROUP STRATEGY FOR CLASS PROJECTS

Your Group________________ Your Name________________________ Date_____________

Directions: Who, in your group, is most likely to take the role described? Write the person's name in the space.

A person might fill several different roles. More than one person can be named for a specific role. You may put your own name in for a specific role if you think you best fit that specific role.

It is acceptable to leave a space blank if you do not think anyone comes close to the description.

As you see it, who in the group is most likely to:

1. Take initiative, get things started, suggest ideas? _______
2. Passively wait for others to take the lead? _______
3. Keep his feelings to himself, unexpressed? _______
4. Express feelings most openly and freely? _______
5. Interrupt others when they are speaking? _______
6. Wait patiently for others to finish before he speaks? _______
7. Seem wrapped in own world and not very responsive to others? _______
8. Help you when in trouble, even at some sacrifice to self? _______
9. Seem to have the most invested in the group, seem most committed? _______
10. To be listened to when he speaks? _______
11. Contribute the best ideas? _______
12. Tend to argue, disagree or try to convince others? _______
13. Tend to smokescreen? _______
14. Seem to be aware of group processes, point out what is happening and suggest better procedures? _______
15. To be the one you would miss the least? _______
16. To be the one you would want as a close friend? _______
17. Tend to dominate? _______

18. To be least noticeable? _______

19. Tend to throw roadblocks into the process? _______

20. Seem to accept you as you are? _______

21. Seem to want to change you? _______

22. To be the one you most accept as he is now? _______

23. To be the one you would like to see change? _______

24. Seem to have changed most during the time with the group toward being more honest, open, concerned for others and more helpful to the group and members? _______

25. Seem to have changed least during the time with the group in a positive direction, or might have even become less open, honest, etc.? _______

Bill Thombs
Mahoney Junior High School

Grade Eight

A CHECK BOOK APPROACH TO READING

An individualized approach to reaching a small group of eighth grade students is the use of a check book of reading activities. Each student is responsible for completing eight pages of varied reading activities. Working at his own pace the student proceeds from one assigned reading task to another. When he has completed his reading, the teacher corrects, grades and initials his check and he advances to the next step in the process. In addition, each student has his own folder and all assignments are kept for reference. Because the class number is small, students are able to work individually. In adapting to a larger class, a teacher might encourage students to complete the reading tasks in group work.

Resources for Reading Tasks:

1. RAS/READING ATTAINMENT SYSTEM is a series of high interest/low level graded selections from which students chose their own reading.
2. SHORT STORIES are taken from "You and Your World" and "Know Your World." Students read and answer questions from four stories.
3. BE A BETTER READER has numerous stories, activities and skill building exercises arranged by disciplines: social studies, math, English.
4. POWER BUILDER is a component of the SRA Reading Lab. Reading selections develop comprehension and word structure.
5. RADIO READING LAB features recorded true life stories with a dramatic climax. Students are required to listen to two of these stories on cassettes and do vocabulary and comprehension exercises.
6. BASIC READING SKILLS, for high school use, is a workbook which stresses different reading skills and is helpful to students wishing to improve their reading.
7. READING FOR UNDERSTANDING are exercise cards found in SRA kits. After reading a selection, the student chooses his answer from conclusions suggested.
8. READERS DIGEST SKILL BUILDERS stories measure critical reading, understanding and word study.

Descriptions of Resources have been included to indicate the types of reading activities required of students. Obviously the possibilities for varying the tasks are limitless - bound only by time to research and create new check book projects.

Phyllis Small
Memorial Junior High School

AN ALTERNATIVE TO BOOK REPORTS

① 2 ③ 4 ⑤ 6 7 ⑧

OVERVIEW: This is a suggested approach to an individualized reading program with the long-range objective being the facilitation of the presentation of the formal book report. The program is designed for the eighth grade student, phases II and III. Time allotted would be one, perhaps two, specified class period(s) a week with outside continuation encouraged.

OBJECTIVES:

1. Self Awareness: The student will demonstrate his ability to succeed.
2. Decision Making: The student will select from among several choices those books of interest to him.
3. Manipulative Skills: The student will use basic mechanical and study skills in a non-structured format.
4. Relevance of Education: The student will demonstrate awareness of the values component of career education concepts.

RESOURCES: A listing of books with a copy for each student involved in the program and one to the library.

A double file box open to the students and containing a consideration card* and an activity card** for each book.

A notebook containing brief objective check-tests and a key for the teacher's use.

* Each consideration card will contain a brief description of the book; type of literature; designation: boy, girl; level of readability computed from the Fry Readability Formula; and a designation of the dominant themes in the book - so that the same file may be used by teachers developing particular units in literature. The reverse side of this card will point out for the student's use some of the important concepts of the book and indirectly provide suggestions for essay subjects.

** Each activity card will encourage students to use and reinforce a specific oral or writing skill and to relate a specific book to his total environment. (Samples of both cards are included.)

ACTIVITIES: Select and read a book from classroom library.

Read the consideration pertaining to the book.

Discuss with teacher any problems in reading process or writing content.

Take an objective test on the book.

Select and perform one activity from activity card.

EVALUATION:
1. Receive a passing grade of 80% on an objective test over book choice.
2. Prepare a display, research a career from within the context of the story and present findings orally to the class.
3. Write a subjective essay dealing with values from consideration card.

Sample of Consideration Card

Julie of the Wolves
Jean Craighead George

Fiction B/G 6

This is the story of a young Eskimo girl who becomes lost in the wilds of Alaska and survives with the wolves who help to teach her the value of her life.

Survival Values Regional

(On reverse side)

Consider:
1. We must learn to rely on ourselves in order to survive.
2. Places we haven't been often seem more appealing than where we are until we learn more about them.
3. At some point in life, everyone must choose what type of life he/she must lead.
4. Animals show their intelligence and devotion in ways much more amazing than man.

Sample of Activity Card

Julie of the Wolves
Jean Craighead George

1. Prepare a bulletin board display using pictures or sketches of the wolves with appropriate sentences from the story.
2. Write to the State Department of Natural Resources requesting information on regulations governing hunting and trapping in this state. Report orally on your findings.
3. You and three friends are going on a four-day hiking trip on Mount Katahdin. List and demonstrate for the class the kinds of equipment and supplies you must take.
4. Prepare a display of the traditional clothing of the Eskimo.

Beverly Theriault
Mahoney Junior High School

Grade Eight

Agri-business

LIFESTYLES

Helen and Scott Nearing
Living the Good Life

①② 3 4 ⑤ 6 ⑦⑧

OVERVIEW: On their 140 acre farm overlooking the sea in Harborside, Maine, Helen and Scott Nearing, ages 71 and 91 respectively, have cleared the land, built stone walls and buildings, raised 80% of their food, dug a pond by hand, and found a cash crop - blueberries. During the Depression, they left what he called "cityism" to seek a homesteading existence in Stratton, Vermont. The Maple Sugar Book and Living the Good Life attest to the success of their venture. The land boom in Vermont in 1951 threatened their way of life and caused them to search for a new wilderness area. This they found on Cape Rosier in Maine. Young people have visited the Nearings by the hundreds. Helen Nearing writes that many were intrigued by their way of living but only a few were prepared to go and do likewise. Most of them said, "It's a nice place you've got here - but you work too hard." She adds that they failed to recognize the fact that it was the hard work that made and kept the place "nice."

OBJECTIVES:

1. Self Awareness: The student will witness the self discipline required in being one's own master.
2. Interpersonal Skills: The student will learn that lifestyles new to him may be worthy of respect even though he may not choose to emulate them.
3. Manipulative Skills: The student will use manual skills essential to many careers.
4. Value of Work: The student will study the impact of one's career on his lifestyle.
5. Relevance of Education: The student will learn interviewing or reporting techniques and the value of research.

RESOURCES: A reprint of the article "Maine's Complete Conservationist" from Downeast Magazine

The Maple Sugar Book and Living the Good Life written by the Nearings

Stone Book - Flagg

Maine Pilgrimage - Richard Saltonstall, Jr.

Maine maps to study route to Harborside

Field trip itinerary

Salt - student magazine, Kennebunk High School

Foxfire - film from PRIME Resource Center

Tape recorder and tapes

Movie Camera

ACTIVITIES:
1. Read, view, and discuss in class the materials listed above.
2. Engage in classroom presentation with local television personality experienced in interviewing.
3. Prepare questions for Nearing interviews.
4. Tape and photograph the field trip to Harborside.
5. Share knowledge and observation of the Nearings' lifestyle in class discussions.
6. Prepare written accounts of the varied aspects of the Nearings.
7. Design stationery and issue invitations to parents and school officials.
8. Prepare poster, slide and movie presentation for parents and school officials.
9. Write letters of appreciation.

EVALUATION:
1. Give an example of another self employed worker and identify five specific ways he must be self disciplined.
2. Discuss the lifestyle of a New York policeman, country doctor, and shoe factory worker. Prepare a defense for the advantages of each.
3. Successfully use one or more of the following pieces of equipment: tape recorder, camera, movie camera, slide or movie projector, or prepare a poster, stationery or artistic portrayal of the Nearing visit.
4. Identify eight characteristics of the Nearings' lifestyle and match these characteristics to the values which prompted them.
5. List three specific educational skills which added meaning to the Nearing Unit.

Mary Cruise, Teacher
Leon Rowe, Librarian
Terry Sotiriou, Curriculum Coordinator

A PROPOSAL FOR A COMPREHENSIVE SYLLABUS FOR THREE HISTORICAL NOVELS

DESIGN OF THE STUDY

The procedure that will be used will simply be a brief discussion of each novel, concerning its value and general use in the classroom. After each discussion there will be a bibliography of books and audio visual aids that hopefully will make the teaching of each book more effective.

The sources of data for the finding of enrichment materials for each novel will be included in the bibliography at the end of the paper. Also all references for the section concerned with related literature will be included in the final bibliography.

Patricia Emery
Mahoney Junior High School

PRESENTATION

Kidnapped

The significance of this book in literary terms as well as historical was stated quite well in a textbook that was consulted. It was stated that perhaps the greatest of the adventure stories in the late 1800's were *Treasure Island* and *Kidnapped* by Stevenson. *Kidnapped* has a Jacobite background and retells the thrilling adventures of David Balfour after he attempts to claim his inheritance.[1]

However, it is more significant than just a tale of adventure. The adventure is the background for the conflict of two distinct characters, David Balfour and Alan Breck. Both are politically as well as morally different, and this conflict cannot be fully realized by students until they know why Alan is as he is and why David is the person he is. And this difference can best be explained by the historical events that have made these characters what they are. And so the period of English history from time of James I (late 1600's to mid 1700's) should be discussed.

The following terms, people, or events must be taught, mainly as events, people, or ideas that affected other people's attitudes and beliefs.

1. James I
2. Charles I
3. Cromwell
4. Commonwealth Period
5. Charles II
6. James II
7. Queen Anne
8. Jacobite
9. Entail
10. Primogenture
11. Battle of Culloden
12. Bonnie Prince Charlie
13. Clan
14. Campbells
15. Scottish dialect
16. Whig

Perhaps the list could be more extensive, but if students can grasp the ideas suggested by this list, they can really begin to understand that the climax of *Kidnapped* is not entirely what happens externally to Alan and David, but what happens internally which is due mainly to their respective backgrounds.

An example from the book to illustrate the need for historical knowledge is very well brought out in chapter nine.[2] It is in this chapter that Alan Breck and David Balfour meet and the contrast in age, character, background, and moral attitude is keenly observed. Because of lack of some knowledge of just what the difference, students begin to lose interest in this book at this point. I speak from experience.

How does one present such historical knowledge to students in order to make chapter nine more meaningful? A lecture on the list previously mentioned is possible. It doesn't sound as deadly dull as implied. Here the teacher is the key factor to success. The manner of presentation must be dynamic. Another approach is a library assignment (individually) to students whereby they are responsible for finding out such information needed from the list. Reserved books will facilitate their work. Class reports to share the acquired information would serve to aid the whole. At 8th grade level this library work must be structured and a suggested bibliography for *Kidnapped* is enclosed to enable teachers to do something of this kind. Audio visual materials are not so readily available for junior high for the historical aspects of this book, but those that are relevant and, in some cases, available are listed.

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[1] Allec Ellis, *A History of Children's Literature to 1900*. (Oxford: Pergamon Press, 1973) p. 123.

[2] Robert Louis Stevenson, *Kidnapped* (New York: The New American Library, 1959) pp. 62-82.

Bibliography for *Kidnapped*

A. Material Suggested for Source Readings

1. Bowle, John. *The English Experience.* New York: G. P. Putnam's Sons, 1971. (esp. pp. 294-364)
2. Buchanan, Freda M. *The Land and People of Scotland.* New York: J. B. Lippincott Co., 1958. (esp. pp. 47-52)
3. Porter, Jane and Nora A. Smith, eds. *The Scottish Chiefs.* New York: Charles Scribner's Sons, 1956.
4. Shultlesworth, Dorothy E. *The Tower of London.* New York: Hastings House, Publishers, 1970. (esp. pp. 67-80)
5. Street, Alicia. *The Land and People of England.* New York: J. B. Lippincott Co., 1969. (esp. pp. 105-114)
6. Trease, Geoffrey. *Seven Kings of England.* ______: Vanguard, 1955.
7. Trease, Geoffrey. *Seven Queens of England.* ______: Vanguard, 1953.
8. Unstead, R. J. *The Story of Britain.* New York: Thomas Nelson Inc., 1970. (esp. pp. 204-244)
9. Wedgewood, Cicely Veronica. *A Coffin for King Charles: The Trial and Execution of Charles I.* New York: Macmillan 1964. (certain parts could be assigned)

B. Suggested Historical Fiction

1. Beatty, John and Patricia. *Campion Towers.* New York: Macmillan, 1965. (a fictional book during the time of Cromwell)
2. Clarke, Mary Stetson. *Piper to the Clan.* ______: Viking, 1970.
3. Picard, Barbara Leonie. *The Young Pretenders.* ______: Criterion, 1966. (a fictional book with the background of the Jacobite Rebellion)
4. ______. *The Royal Dirk.* ______: Morrow, 1966. (centers around the escape of Bonnie Prince Charlie)

This is only a suggested bibliography. The historical fiction section of it is short due to the difficulty of finding junior high novels with a Kidnapped background. This is a beginning and with more time this historical fiction list could be expanded. Also it should be mentioned that the place of publication for some of these books was not listed in the references consulted.

Audio Visual Materials for Kidnapped

A. Films

1. BF-38 United Kingdom of Great Britain (16mm) 22 min. (color) (available through Prime)

2. Public Television
   a. a production on the Battle of Culloden
   b. a production of Sir Walter Scott's "The Fortunes of Nigel" (background of King James I)

B. Tape

1. Available at Mahoney Junior High with good readings from Kidnapped

Johnny Tremain

Using the same source as for Kidnapped, I found a brief description of what the book Johnny Tremain tries and certainly succeeds in conveying to the reader. It was stated that in this historical novel arrogance is confounded and infirmity is overcome and besides portraying this Esther Forbes, as well shows "a different view of the American War of Independence from that learned in the average American textbook."[3]

This book, of course, has more written into it by means of an introduction, a map, and even guide questions at the end for each chapter to aid the teacher in his or her work. But still the historical events of which Johnny Tremain is a part are sometimes difficult to make interesting to the students. Perhaps because this book has history relatively familiar to the students turns them off. So here perhaps an introductory lecture on the times and people involved is not a good starting point. Sometimes a film tends to motivate the students first, and then a discussion, lecture, source readings may be in order.

Most students enjoy reading about the fictional characters in this book, but by the time they reach chapter six, "Salt-Water Tea," they become somewhat turned off. Here historical events really begin to affect Johnny as well as the other fictional characters.[4] The development of Johnny's character begins to be affected by the Boston Tea Party, the closing of the Boston Port, and the establishment of military rule in Boston. Students must learn the significance of these events as well as learn something about the non-fictional characters involved. Then the events, the novel, the characters should certainly and hopefully hold the students' interest. A suggested bibliography of books and films follow.

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[3] Ellis, op. cit., p. 230.

[4] Esther Forbes, Johnny Tremain (Boston: Houghton Mifflin Co., 1960) pp. 104-128.

Bibliography for Johnny Tremain

A. Material suggested for Source Readings

1. Beach, Stewart. Samuel Adams: The Fateful Years. ______: Dodd, 1965.
2. Earle, Alice Morse. Child Life in Colonial Days. New York: The MacMillan Company, 1927. (esp. pp. 1-403)
3. Hall-Quest, Olga. Guardians of Liberty: Sam Adams and John Hancock. ______: Dutton, 1963.
4. Langdon, William Chauncy. Every Day Things in American Life. New York: Charles Scribner's Sons, 1937. (esp. pp. 1-334)
5. ______. America's Historylands. ______: National Geographic Society, 1962. (esp. pp. 177-205)

B. Suggested Historical Fiction

1. Fast, Howard. April Morning. New York: Crown Publishers, Inc., 1961.

*2. Thane, Elywth. Dawn's Early Light. New York: Duell, Sloan, and Pearce, 1943.

*3. Williams, Ben Ames. Come Spring. Boston: Houghton Mifflin Co., 1940.

*Both are available in paperbacks.

In order to make the historical fiction list longer, more time and research is obviously needed. Also the list of books for source readings is small, partly due to time, but also due to the fact that such enrichment readings should come from sources other than the basic textbooks used.

Audio-Visual Materials for Johnny Tremain

A. Films (all available at Prime in Portland)

1. MP-364 Revolutionary Period to 1783
2. MP-642 Boston Tea Party
3. MP-806 Colonial America in the 1760's
4. MP-807 Prelude to Revolution
5. MP-808 Lexington, Concord, and Independence

6. MP-811 The American Revolution: Part I-The Cause of Liberty

7. MP-812 The American Revolution Part II-The Impossible War

Across Five Aprils

In this book written by Irene Hunt, the students read a book rich in Civil War background. This novel is well written and has been noted for its merit. In 1965 Across Five Aprils received the Follet Award and was runner-up for the Newberry Medal.[5] The story is based on the Creighton family who live in Illinois. The story opens just as the Civil War is about to begin. The key figure is Jethro Creighton who is too young to go to fight, but who begins to grow into manhood as the events of the time force him to. It is really in Chapter Two that the questions of the Civil War, the North vs. the South, the problems and attitudes of its characters are made known.[6] It is in this chapter that students, in this particular book, begin to lose interest as a result. In Chapter Two, a cousin from Kentucky comes to visit the Creighton family, and discussion and opinions of the Civil War, the rights of the North and South, and the reasons for certain attitudes are brought forth. Here history must come in, for it helps to shape the characters of the novel, and its knowledge will help students understand the characters more fully.

In comparison with Johnny Tremain, perhaps a list of terms, people, events, or places may be needed in an introductory lecture. Again, the teacher is the key factor to success of the lecture method. It seems that most students know more about the Revolutionary period in American History than they do about the Civil War period by the time they reach the eighth grade. This conclusion is only a result of my experience and observation. There follows a suggested list that hopefully will help with the comprehension of the background of Across Five Aprils.

1. Rebel
2. Confederates
3. Battle of Bull Run
4. South
5. North
6. Abolitionist
7. Yankee
8. Union
9. Army of the Potomac
10. Robert E. Lee
11. George B. McClellan
12. Ulysses S. Grant
13. William T. Sherman
14. Ambrose E. Burnside
15. Secession
16. Gettysburg
17. Sherman's March
18. Reconstruction
19. Andersonville and Camp Douglas
20. Thirteenth Amendment

Again this list only implies the knowledge needed to aid understanding of the Civil War period. Sometimes a lecture is a good way to begin. Then as with the other novels, library work, source readings, class reports, and audio-visual materials tend to bring the historical background alive. A recommended list of books and audio-visual material is now included.

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[5] Martha E. Ward and Dorothy A. Marquardt, Authors of Books for Young People (New Jersey: The Scare Crow Press, Inc., 1967) p. 152.

[6] Irene Hunt, Across Five Aprils (New York: Grosset and Dunlap, 1965) pp. 27-36.

Bibliography for Across Five Aprils

A. Material suggested for Source Readings

1. Commanger, Henry Steele. America's Robert E. Lee. Boston: Houghton Mifflin Company, 1951.

2. Horgan, Paul. Citizen of New Salem. New York: Farra, Straus and Gudahy, 1961. (about Abraham Lincoln)

3. Langdon, W.C. Every Day Things in American Life (1776-1876). New York: Charles Scribner, 1941. (esp. pp. 1-382)

4. Phelan, Mary Kay. Mr. Lincoln Speaks at Gettysburg. New York: W. W. Norton and Company, 1966. (esp. pp. 15-133)

5. William, Harry T. Lincoln and His Generals. New York: Grosset and Dunlap, 1952.

6. ______. America's Historylands. ______: National Geographic Society, 1962. (esp. pp. 392-467)

B. Suggested Historical Fiction

1. Kane, Harnett. The Lady of Arlington. New York: Doubleday and Company, Inc., 1954.

2. Nolan, Jeannette C. Yankee Spy - E. VanLew. New York: Julian Messner, 1970.

3. Stone, Irving. Love Is Eternal. New York: Doubleday and Company, Inc., 1955.

4. Thane, Elywth. Yankee Stranger. Chicago: Consolidated Book Company, 1944.

This list could be expanded as I have suggested with the lists for Kidnapped and Johnny Tremain.

Audio-Visual Materials for Across Five Aprils

A. Films (all available at Prime in Portland)

1. MP-196 Civil War 1863-1865 Gettysburg to Appomattox

2. MP-381 Civil War - Its Background and Causes

3. MP-745 The Jackson Years: Toward Civil War

4. MP-771 Grant vs. Lee (Original Version)

5. MP-818 Chickamauga

SUMMARY and CONCLUSIONS

The summary can only include what has been stressed all through this paper. Books with historical background can be taught effectively, only if the teacher is positive about the book, prepared in the historical background of the book, and aware of necessary materials to make history interesting and meaningful to the students. Again this hypothesis only appears to be true. It hasn't been proved.

In order to reach any really valid conclusions, a research design of some type discussed in this course will have to be set-up. Here method A versus method B could be carried forth into some type of experimental design whereby all the variables that would affect result might be controlled, in a complete or incomplete way. I feel quite sure that method A would produce some difference from that of method B, but this conclusion could only result from a very carefully planned research design.

I hope this paper will only help teachers become aware of the materials that can be found and used in teaching Kidnapped, Johnny Tremain, and Across Five Aprils. It is also hoped that the materials listed after the discussion of each book can be evaluated, through use, rejected if necessary, and expanded through continued research.

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B. Other References Used

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JUNIOR HIGH SCHOOL CAREER FAIR

The evaluation sheet made out by 8th grade students at Memorial Junior High and Mahoney Junior High School following the WORLD OF WORK CAREER FAIR indicated that the morning of April 10, 1974, in Memorial's large gymnasium was a success.

How the Project Began: The Career Education Assistant Director, Mr. Fred Freise, laid the groundwork for the Fair. He personally invited local professionals within the 15 job clusters to participate in the Fair. The type of people who agreed to become involved for the 5 1/2 hour Fair were as follows: doctor, four interns, lawyer, college admissions director, engineer, veterinarian, fashion model, dentist, dental hygienist, executive secretary, banker, airline stewardess, disc jockey, hair stylist, Junior Achievement executive, factory public relations people, armed services recruiters (4), hotel manager, insurance man, and from the local Southern Maine Vocational Technical Institute - department heads in water waste control, electricity, oceanography, building trades, drafting, fire technology, law enforcement, small engines, automotive mechanic, plant and soil technology, surveying, sheet metal, welding, practical nursing, and machine tool.

The selection of people for the Fair was made very carefully. There was something at the Fair for every 8th grader in South Portland -- those who planned to go to a 4 year college, those who would attend a junior college, vocational technical institute and those who planned to join the world of work fresh out of secondary school. Hobbies and manufacturing were also thought of and a good group of hobbyists were also invited to display their works along with a representative from Junior Achievement.

A total commitment by all people within the South Portland system was necessary for the success of such a venture. This was displayed in many ways.

Guidance counselors oversaw the whole Fair. They encouraged participation and involvement by teachers in their classes and pupils in guidance classes. They planned a thorough detailed program booklet, name tags, had pupils make posters, and decorate the building and gym. They made sure exhibitors were all prepared, provided coffee for exhibitors and were general hosts at the Fair.

Principals ironed out problems with gym classes and bus scheduling. They coordinated the whole project with the counselors, made suggestions, encouraged all teachers to sell the Fair to their pupils.

Teachers recommended friends as exhibitors, edited the evaluation sheets, and had pupils discuss the Fair in classes.

Careful planning as to where each exhibition would be placed in the gym was essential -- the professionals were clustered together, four crafts tables were placed in a block in which pottery, woodcarving, leather and ceramics were on exhibit.

In another area of the gym, a prominent public relations executive agreed to video tape a mock job interview stressing such phases as work experience, outstanding activities, job goals, school activities, grades in school, personal data, references, highlights -- achievements in your life. The tape would be given to the counselors to play back in guidance classes for all pupils to observe.

Many exhibitors brought along tape recorders, filmstrips and movies. Pamphlets and brochures were free and available from many. But, of course, the most impressive careers on exhibit were those in which simulation was involved:

Dental Technicians showed the cleaning compound used in cleaning teeth. Some pupils volunteered to have their teeth cleaned.

The hair stylist (Mansfield Beauty Academy of Maine) had students volunteering to have their hair thinned, shaped, cut, trimmed (boys as well as girls) and some girls were given instruction on facial makeup, eye shadowing, mascara, etc.

The Culinary Arts instructor and two of his top seniors showed pupils the art of cake decorating. The 8th graders seemed fascinated with what a tube of icing could create -- rose petals, buds, leaves, etc.

Preparing students for the big day was essential. Guidance counselors, career specialists, South Portland Career Education director and assistants, principals and teachers were all helpful -- giving suggestions and helping in the planning. Guidance classes were used (2 or 3 periods) prior to the Fair to motivate the pupils. Each of the city's two junior high schools would be allowed two hours in the gymnasium. A series of seven evaluation questions were given to each pupil in English class.

1. List the 3 exhibitors you like the most.
2. Which one did you like the best and why?
3. What did you learn from this Career Fair?
4. Would you recommend the Fair another year?
5. How do you think you will benefit from this experience in the future?
6. If you were in charge of this Career Fair, what changes would you suggest to improve the program?

The week before the Fair parents of all 8th graders were invited to attend an evening session. This gave parents (and pupils again) a chance to meet and talk with all the exhibitors.

English teachers agreed to discuss the morning's activities and complete the evaluation sheets for the counselors. Comments on the evaluation sheet done by pupils, teachers, exhibitors and parents indicated 99.5% felt it should be repeated next year.

At the close of the Fair the exhibitors were invited to stay for lunch which was served by the 8th grade volunteers, after which Mr. Freise conducted an open discussion and wrap up.

Some of the recommendations by exhibitors, pupils, teachers and parents regarding the Fair were as follows:

More time needed by pupils.
"Quiet rooms" to be made available for private consultations.

Perhaps the best way to sum up the Fair is to list several comments made by pupils on their evaluation sheets:

"I saw some things that I never knew before."

"I saw something that I might be interested in."

"I now have a better knowledge of the work I would like to do."

"It opened up other job possibilities for me."

"I learned more about the work different people do."

"I will be able to think about the careers and what I will have to have to become one of these people."

"I learned a lot about what I didn't know."

To sum it up in the words of an 8th grade teacher who attended the Fair: "I felt the Career Fair was both informative and interesting. From the appearance of the pupils, they also felt that way. It was a highly successful undertaking."

Anthony P. Mezoian
Gertrude G. Parker
Aline T. Leary
Memorial Junior High School

ORAL READING WITH A PRODUCT

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OVERVIEW: The South Portland career education project has acquired many audio-visual materials for all disciplines. Several of the filmstrips and slide sets have only a written script. Therefore, the teacher must follow the printed script, listen to the tape/record and advance the pictures simultaneously. Student prepared tapes would be a decided advantage and convenience over these scripts. This unit is designed to provide the speech students with useful oral reading practice while producing the much needed audio tapes to permanently accompany these materials.

OBJECTIVES:

1. Interpersonal Skills: The student will work effectively within a group.

2. Decision Making: The student will demonstrate skills in perception, information gathering and decision making.

3. Work Awareness: The student will demonstrate a responsible attitude toward work.

4. Manipulative Skills: The student will operate the audio-visual equipment necessary to complete the assigned task.

5. Relevance of Education: The student will use communication skills effectively.

RESOURCES:

Dictionaries
Tape recorders and blank tapes
Slide and filmstrip projectors
Commercially taped interviews and scripts
Filmstrip/cassettes - school librarian has samples
Filmstrip and slide sets with scripts to be taped

ACTIVITIES:

1. Students will as a class listen to commercially prepared three minute audio-tape interviews to discern intonation, enunciation, musical background, and other components. They will also in groups view filmstrips with accompanying cassettes for ideas in their taping.

2. Students will in groups be given a filmstrip or slides with script and will practice reading the scripts to themselves, then to one another. Dictionaries must be used to determine correct pronunciation of all questionable words.

3. Students will select appropriate musical background for their script and devise a signal to indicate that the filmstrip/slide must be advanced. They must divide the script so that each member of the group reads equal amounts on the tape.

EVALUATION: 1. Each group will submit a log of activities and list the responsibilities, duties and attitudes of each member within that group. This log will include techniques, ideas, and notes gathered from previewing commercially prepared tapes and filmstrip/cassettes.

2. Each group will be given this evaluation design prior to their taping. The teacher will use this form to evaluate the tape of each group. The group grade will be the grade of each individual within that group and in the term average will have the same weight as a test.

Evaluation Design

Your tape will be rated in the following areas on a scale of 1 to 5, five being the best. This will be averaged as a quiz grade.

	1	2	3	4	5
1. Mechanical clarity of tape	___	___	___	___	___
2. Enunciation	___	___	___	___	___
3. Pronunciation	___	___	___	___	___
4. Effectiveness of music	___	___	___	___	___
5. Timing	___	___	___	___	___
6. Effectiveness of advance signal	___	___	___	___	___
7. Group cooperation and conduct	___	___	___	___	___
8. Equal distribution of work load per student	___	___	___	___	___

The following point-grade scale will be used:

Points	Grade
40	100
39	98
38	95
37	93
36	90
35	88
34	85
33	83 etc.

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Theodora S. Sotiriou
Career Education Coordinator

Grade Nine James Dunn

·A SHORT STORY UNIT

This short story unit has the following goals:

1. To acquaint students with basic terminology (theme, setting, character, point of view) through class discussion of stories read in common.

2. To give students the opportunity to read many short stories following their individual interests.

3. To have students react to stories in some creative fashion other than analyzing or writing about them.

4. To have students get experience in arranging and working in small groups using the analysis of a short story as the focal point.

"The Frill" by Pearl Buck and "Quality" by John Galsworthy are two short stories admirably suited for ninth grade students. Both stories are simple enough to be understood by a majority of students, yet both contain rich ideas and interesting characters for discussion. Both stories are studies of men of ideals, men who are caught up in social systems which "defeat" them. Both stories raise important questions about dignity and how it is achieved and success and how it is defined.

The main character in "The Frill" is a hard working, thoroughly decent, and compassionate Chinese tailor. The story is about his attempts to please a female bigot for whom he is making a dress. Red-faced, portly Mrs. Lowe, the prototype ugly American, likes to "manage" people. Her friend, Mrs. Newman, is a whining sycophant who agrees with Mrs. Lowe that all Chinese are disreputable schemers, have low morals, and smoke opium. In order to save a few dollars and also to demonstrate her superior handling ability, Mrs. Lowe says, "Watch me," and proceeds to debase and unman the poor tailor.

The character of the tailor is in direct contrast with Mrs. Lowe. He is poor, but he takes on the support of his dead nephew's wife and three children. The tailor and his wife live amidst reeking squalor, but the tailor achieves his dignity through hard work and respect and compassion for others. He eases the death of the nephew by telling him, "You're not to worry. Rest your heart. I have work .... We shall do very well." The tailor works through the night to make a frill for Mrs. Lowe's dress. He does a professional job. Instead of thanking him Mrs. Lowe grudgingly pays him five dollars. The tailor hopes to get more work so that he might buy a casket for the nephew, but Mrs. Lowe curtly dismisses him. The next day Mrs. Lowe shows off her new dress to pathetic Mrs. Newman at a garden party. Mrs. Newman observes that the frill has been nicely constructed. "Yes it is nice, isn't it? ... And so cheap! ... It's as I said -- you simply have to be firm with these native tailors."

What makes Mrs. Lowe's treatment of the tailor so chilling is that she seems to be totally unaware of the harm she has done. The story carries little hope of repentance or remorse. Mrs. Lowe, in fact, is rather proud of her ability to manipulate the tailor. The tailor's lot is not a happy one nor does there seem to be much of a chance for improvement. "The Frill," then, provides readers with some disturbing insights on man's relations with his fellow man.

"Quality" is a story about Mr. Gessler, a shoemaker. Gessler is a craftsman. He believes in making quality boots and thinks advertising is immoral. Even though he makes boots for the Royal Family, Gessler does not advertise this fact. Gessler's devotion to his work is such that he eventually starves to death, a victim of firms that mass produce boots and drive him out of business.

Gessler is a victim who does not deserve his fate. He has committed no offense other than being unwilling to adapt himself to a system he does not believe in. To Gessler bootmaking is an art. When his customer, the narrator of the story, showed up at his shop wearing a pair of boots made by a big firm, he said, "Dose are nod by boods." Normally a mild mannered, soft spoken man Gessler said, "Dose big virms 'ave no self respect. Drash!" Gessler realizes the implications of mass production and he is bitter.

The story rolls relentlessly toward Gessler's death. Each time the man comes to the shop he finds conditions worse than in his previous visit. Gessler's physical appearance is steadily deteriorating. Ironically, Gessler's craftsmanship is a direct cause of his own death. His well-constructed boots refuse to wear out. Gessler knew not of planned obsolescence. Finally, he dies. At his final visit to the shop the narrator finds a new shoemaker, a bright, cheery young man who announces, "We make for some very good people." Gessler's epitaph is "He made good boots."

The story raises serious questions about the side effects of progress. Is it progress when individuals such as Gessler are crushed in the progress? Does the craftsman have a place in an industrial society? Do ideals make sense when one's commitment to them requires the sacrifice of life itself? The story doesn't answer these questions; it poses them for the reader to wrestle with.

The following are typical questions used with students to initiate discussion of "The Frill."

1. Find a quote by Mrs. Lowe which indicates some facet of her character. Discuss what the quote reveals about her. (Students might choose pg. 322 "My dear, the only way to manage these native tailors is to be firm!" Pg. 323 "Watch me, now." Pg. 325 "Boy, look see tailor -- see he no take something." Pg. 332 "My dear, with all this frill the dress cost only five dollars to be made -- that's less than two dollars at home!")

2. In what ways are Mrs. Lowe's physical characteristics reflective of her personality? (Her fat, red-faced carcass is indicative of her self indulgent, spoiled, and greedy personality.)

3. The story takes place in two settings. What are they? Is each appropriate for the action that takes place in it? Why? (Mrs. Lowe's life of teas, garden parties, and conversations with zeros like Mrs. Newman are what one expects of a shallow person. Conversely, the grinding poverty of the tailor's home serves to highlight his ability to spiritually rise above his situation. He achieves dignity despite adversity.)

4. Was the tailor a failure or a success in life? (Hopefully a discussion of what success and failure really are will ensue. Students might discuss the dignity and value of all work. Important questions in any age, but especially in ours, I think.)

5. Is Mrs. Lowe a believable person? Why or why not? Have you ever met anyone like her? What motivates people to act as Mrs. Lowe acts? (Questions such as these, although speculative, often lead to interesting discussions of what prejudice is and examples that students have encountered.)

The following are typical questions used with students to initiate discussions of "Quality."

1. Characterize Mr. Gessler. Cite words or actions which prove your contentions. (Most students see Gessler as a man of ideals, and one who refuses to compromise them. His starvation proves this. He is a craftsman, a person devoted to doing a job well. Occasionally some students will characterize Gessler as a foolish person. They see his refusal to advertise nonsense. Students will then take sides arguing the point. Great stuff.)

2. Explain Mr. Gessler's bitterness on pg. 526. What does "Dey get id all" mean? (Gessler, usually unobstructive, reacts to a system which has no place for him. The injustice of the situation rankles him when little else does.)

3. What is the difference between "the young man with an English face" and Mr. Gessler? (The new shoemaker has no concept of Gessler's ideal. Making shoes is his job, a way to make money, but any idea of craftsmanship is foreign to him. The fact that he succeeds Gessler makes Gessler's death all the more ironic.)

4. State the theme of the story. (For example, men of ideals often pay a very high price for refusing to compromise them. Or, the injustice of a social system which has no place for a man of ideals. Or, people want quantity not quality in the goods they purchase. Such answers lead to a discussion of the advantages and disadvantages of life in an industrial society. It is important that students realize that somebody pays for progress and that progress does not necessarily mean a better life for all.)

5. What is planned obsolescence? Give examples. What would Mr. Gessler say about such action? Do you see any good in such a policy? (Discussions of this idea are usually a hit or a resounding flop. Some classes do not react to such an idea; others dig right in.)

Usually one class period for discussion of each story is sufficient. The third class period is an ideal opportunity to tie the stories together, to get the students to think, and to do some composition work. An in-class theme is appropriate. The students are allowed to use their books; they must, however, be finished at the end of the period.

Directions: Write a unified essay on one of these three questions. Support your opinions with evidence from the text.

1. Both the Chinese tailor and Mr. Gessler are dignified men. What evidence in the stories is there to support this statement?

2. Both the tailor and Mr. Gessler are victims of social forces, victims of fate. How did each cope with the circumstances of his life? Is either or both a failure?

3. Mrs. Newman in "The Frill" and the "young man with an English face" in "Quality" are minor characters. What function does each serve in the stories?

After discussing and writing about short stories as a class I like to set the class loose for group and individual work. The following project, which defines specific requirements and sets time limits for their accomplishment, achieves this goal very nicely. The project allows students to gain experience in arranging their own work schedules, and it provides an opportunity for some creative work. While held responsible for minimum requirements, students are urged to do more.

SHORT STORY PROJECT

During the next three weeks you will be working individually on a short story project. There is a minimum amount of work required of everyone, but you are encouraged to do more.

Choose your three activities (explained below) very carefully. Select ones which you can do well. There is no sense, for example, in choosing to do a drawing or a painting if you have no artistic talent.

MINIMUM REQUIREMENTS:

1. From Short Stories by Schweikert read a story which we haven't discussed in class. Make up two essay questions and then answer them.

2. Read four short stories in Great Tales of Action and Adventure and for each explain why it is or is not a "great tale."

3. Make a collage representing one character in a short story.

4. Read as many short stories as possible and write a brief (no more than three or four sentences) reaction to each. In your reaction try to deal with a theme or an important idea contained in the story.

SOURCES: Short Stories by Schweiker, Great Tales of Action and Adventure, and any of the short story books shelved in the library.

ACTIVITIES:

1. Imagine you are one of the characters in a story and write a diary about your thoughts and feelings and events in your life.

2. Write a letter to a character in a story, giving him advice. For example, you might suggest to Mrs. Lowe that in the future she should treat Chinese with less prejudice and explain why.

3. Form a panel and conduct a discussion about a story.

4. After determining the theme of a particular story, attempt to prove that it is a valid or invalid way of viewing the world.

For example, if the theme of "Quality" is that people with ideals must sometimes pay a cruel price for maintaining them, cite evidence from your knowledge of the world that proves this theme true or false.

5. Explain which character you are most similar to.

6. Illustrate a story with photographs -- taken by you or clipped from magazines -- or with a drawing or painting by you.

7. Spend a day being a character that you particularly enjoyed or disliked. Notice how people react to your new personality and how you yourself react. Describe this experience.

8. Devise your own activity, subject to the teacher's approval.

NOTES:

1. We will see three movies.
   "My Old Man" by Ernest Hemingway
   "Bartelby" by Herman Melville
   "Occurrence at Owl Creek Bridge" by Ambrose Bierce

2. For each activity identify the title and author of the story you are working with.

3. Each student has a folder for his work.

4. Organize your time; plan ahead. Pass in requirements according to the the time schedule or earlier if you wish.

Grade Nine

TEAM TEACHING - READING AND RESEARCH

Reading teacher Librarian English teacher

Recognizing the reading difficulties of his ninth grade class, an English teacher sought the assistance of the director of the reading center. Survey tests indicated the varying degrees of reading problems within the group. The reading teacher then outlined a course of study to be adapted to student needs.

Throughout the project the students met with both teachers twice weekly in the reading center. This enabled them to have the advantage of using facilities and materials available there. The Language Master, Tachistoscope, and overhead projector with transparencies provided a variety of learning experiences. The reading teacher began a program of study with special emphasis on the mechanics of reading: recognizing words and meanings, grasping sentence meaning, spelling.

When the students demonstrated progress in these areas, they advanced to a study of comprehension skills as background and preparation for high school. Focus of this study centered on finding the main idea, summarizing, outlining, and skimming. For practical purposes, students were assigned topics for research. After having chosen a topic of interest, they wrote a series of questions they hoped to have answered. From these questions they drew their outline.

Interest in the research grew to the degree that the librarian joined the group. He showed students the procedure for writing notes from an encyclopedia in their own style rather than copying from the text. Moreover, he instructed students in the skills necessary for using the card catalog and the Readers' Guide. He also proved to be an invaluable resource person for locating texts and materials for individual reports.

The final student product was the research report complete with title, outline, body, and bibliography. This was no small accomplishment for a group who had had initial reading problems. They responded to the interest of the teachers and librarian and did well because high standards were expected of them. Visitors to the class and others reading the student reports attested to the quality of the research and writing done by the students.

A team teaching situation such as this involving three instructors will be as successful as the cooperation of the participants warrants. The fact that the English teacher continued the activities after the sessions in the reading center indicated his commitment. The research information offered by the librarian added a new dimension. The project provided a learning experience for both students and teachers.

Marian Ridgeway
Mahoney Junior High School

Ninth Grade

SHAKESPEARE FESTIVAL

Activities to be used with any of Shakespeare's plays:

Research the settings of Shakespeare's dramas with the aid of special maps of the locales.

Print in the English of Shakespeare's time a handbill or poster advertising one of the plays.

Sketch famous characters for bulletin board displays.

Create sketches and models of the Globe Theater.

Research the history of furniture of the period.

Study the importance of music to the Elizabethan actor who often was required to sing and dance.

Dress dolls representing Shakespeare's characters in Elizabethan costumes.

Make use of slides, filmstrips and recordings dealing with Shakespeare's life and times.

Show filmstrips on Globe Theater.

Present a modern skit rewritten in Shakespearean language.

Keep a list of archaic words or expressions.

Show changes in usage and word meaning which have occurred through the years.

Keep a list of mythical references found in the plays.

Find examples of Shakespeare's use of dramatic irony.

Provide for an exercise in writing blank verse.

List rhyme tags used to end scenes.

Note the playwright's use of similes.

Collect and display Old English recipes.

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Pamela Beal
Mahoney Junior High School

Grade Nine James Dunn

POETRY UNIT

The purpose of this project is to help students appreciate poetry by writing poetry.

Students are presented individual forms of poetry spread out over a period of weeks. A suggested procedure would be to show examples of the form, to read and discuss them, and finally to explain the "rules" for writing the form, e.g. the rhyme scheme of a limerick. Let the students write and share the results.

To give focus to the project have each student keep all of his work in a folder. His final task will be to select his best work and arrange it in a small anthology of his own poetry. Encourage students to use their artistic talents in illustrating their booklets. An alternative to this procedure would be a class anthology. Set up an editorial board and an arts department within the class. Discuss the ground rules for selecting poems. Students might decide to put only the "best" poems in the anthology or they might decide to include at least one poem from each person in the class.

Participation in this project will help students understand:

1. That one of poetry's features is its great compression, its ability to say much with few words.
2. That rhyme is used to emphasize and support meaning. It is not merely an artistic appendage.
3. That many ideas cannot be approached directly and that poetry can help us deal with the mysterious beauties and tragedies of our lives.
4. That poetry is not confined to any particular subject.
5. That the best poets are sensitive, feeling people who constantly seek ways to know themselves and the world they live in.

Suggested Activities:

A. "Warming up" exercises - from English Through Poetry Writing, Brian Powell

Compose specific vivid phrases for
  1. a terrifying sight with an alarming sound
  2. an expensive automobile

Make a list of sound words, arranged in order of intensity dealing with:
  1. animal noises (begin with "squeak")
  2. explosives (begin with "pop")

Give examples of:
  quiet words, slow words, quick words

Write a line to suggest
  a horseman riding, a child asleep

Describe as precisely as you can:
  the smell of an old attic
  the feel of a dog's nose

Using images wherever possible, discuss:
  the taste of chocolate ice cream
  the color blue

Complete the following:
  as bitter as
  with sharp blue eyes like

B. The Limerick

Show examples:

There was a young man of Derizes
Whose ears were of different sizes
    The one that was small
    Was of no use at all
But the other won several prizes

Present a sample limerick without the last line and have students supply one. Example:

They've buried a salesman named Phipps
He married on one of his trips
    A widow named Block
    Then died of the shock
- - - - - - - - -
Original ending (When he found there were five little chips)

Give rules for writing limericks:
  Lines 1, 2, 5 rhyme as do 3 and 4
  Line 1 tells who and where f[illegible]
  Line 2 describes or tells a peculiarity
  Lines 3 and 4 build up this peculiarity
  Line 5 rounds off the limerick with an unexpected twist

Write a limerick.

C. Haiku

This is a Japanese form of poetry which sketches in three lines a mood, a moment of truth, a reality.

Characteristics:
1. uses common language
2. contains some reference to nature
3. refers to a particular event
4. presents the event as happening now
5. conveys an emotion by describing the circumstances that aroused it
6. requires that writer be objective, impersonal
7. creates a camera-like action

Form: 17 syllables in three lines
line one - 5
line two - 7
line three - 5

Sample:

Sandpipers chased by sea
Turned and chased
The sea back again.

D. "The Me Nobody Knows"

The Broadway musical of this title was based on a collection of the writings of school children. The original cast album of the show should be used as resource material for class discussion. The introductory poem was written by a boy aged 15.

"I have felt lonely, forgotten or even left out, set apart from the rest of the world. I never wanted out. If anything I wanted in."

After hearing the recording, students discuss the poetry and then are encouraged to write their own.

STUDENT WRITING
Memorial Junior High School

In the black of the night
The roaring of the sea
Breaks the silent night.

There once was a girl named Milly
Who thought baseball was silly
She was ugly and fat
But a terror at bat
Now she's a Philadelphia Phillie.

Why do birds fly
and not I?
Why are flowers free
and not me?
I want to be.

Window panes and rain
Lone and silent friends content
With viewing gray clouds.

Hawk
Graceful, swift
Swooping, hunting, looming.
Jets circling for a landing
Predator

An old can
Being kicked around
And stepped on
Rebels
And cuts someone's foot.

STUDENT WRITING
Memorial Junior High School

Eight o'clock already!
The alarm clock chimes repeatedly
Tom rolls over
And dreamily clicks the button
Steadily running water
In the bathroom
Makes the bedroom walls quiver
The room is chilly
Forcing us to dress quickly.
Breakfast is crammed down
As a honk is heard from outside.
"Take your umbrellas!"
Mom yelled from upstairs.
But we see not a cloud
And the sun is brightly shining
Beckoning us out.
Giddily we run out to the bus
Drunk with sunshine and freedom.
And forgetting the umbrellas.

A ringing bell interrupts my daydream...
Running out of the school
I separate from the others and wait for Tom.
When he arrives we start for the bus.
The rain sneaks up on us without warning.
Joining hands we begin to run
And reach the stop only to see the bus disappear
Around the corner.
The walk home is long
And the rain falls against us unceasingly
But the door is just ahead-
Locked.
We bang and the door is opened by mother.
She throws up her hands in shock
But soon recovers
And points her long, slender finger toward the stairs.
And Tom and I begin our long climb.

STUDENT WRITING
Memorial Junior High School

You are gone.
I stand here, surrounded by others in mourning,
yet very much alone.
In trying to find reasons for your death, I have become lost
in a maze.
I am ready to climb the walls that enclose me--
keeping me from understanding the world about me.
My being is filled with emptiness.
I am watching all the shattered people about me,
Wanting to offer a word of condolence--
But there is nothing to be said.
I cannot accept this myself.
I feel that I shall never understand why you are gone;
I pray that I shall be cleansed of my pain and anger
at your loss.
I find comfort in believing that wherever you are,
you are well.
Still, this is not enough.
I must understand if I hope to live with your loss
and find courage to face tomorrow.

Solitary mourner
Stands at the flower strewn grave
With a tear-stained face.

Only as a passing stranger have I known you,
But as a friend I mourn your death.
Like those who know you well, I'm going to miss you,
And weep as I wonder where you are and if I'll ever see you.
I pray for you now, and ever will I remember you,
we all shall.
We shall treasure our precious and few memories of you,
And think of the good wrought by you on this earth that
no longer is your home.
We shall not lose our love for you, or our longing to
have you in our midst once again.
I pray I will see you again one day,
in death.

CONSUMER EDUCATION IN THE ENGLISH CLASS

1② 3④⑤⑥7⑧

OVERVIEW: Advertising is one of the most effective modern methods of communication. Much advertising involves a sophisticated use of language, music, and psychology. A study of such reveals the "Madison Avenue Approach."

Consumer deception takes many forms as advertising creates a particular kind of world. The language of advertising plays a role in "what makes for the good life." Motivational analysts are hired by advertising agencies to study human behavior that they may more "effectively manipulate our choices." Analysis of advertising practices may aid the student to become more discerning in questioning the honesty of such claims and have a better understanding of what Vance Packard calls "marketing eight hidden needs."

OBJECTIVES:

1. Decision Making: The student will develop skill in discerning truth in advertising.
2. Work Awareness: The student will examine role of workers in the community.
3. Manipulative Skills: The student will use manual skills essential to many careers.
4. Economic Awareness: The student will investigate consumer resources.
5. Relevance of Education: The student will recognize the communicative skills basic to career fields.

RESOURCES: Consumer Advertising, Proctor and Gamble Educational Services

I Can, State Department of Educational and Cultural Services, Augusta

Packard, Vance. The Hidden Persuaders

Randall, Robert. Consumer Purchasing

Schrank, Jeffrey. Persuasion Box

Scholastic Scope

"Why Are American Consumers Angry?" April 5, 1971, pp. 4-11
"Scope Visits an Ad Agency" February 7, 1974, pp. 4-12
Tab Creative Unit - Values/Advertising

Those Were the Good Old Days: Advertising 1880-1930

ACTIVITIES:

1. Read assigned materials.
2. Listen to ads taped from popular television programs and attempt to identify commercials whose brand names have been erased. Recall suggests the impact of such advertising.

3. Read of the effectiveness of the Maine Consumer Fraud Division in combating fraudulent practices involving: a drug store chain, a mobile home manufacturer, door-to-door salesman, correspondence school editors.

4. List products or brand names found in homes but not advertised on television.

5. Engage in group activities involving Nader Raiders, researchers, copywriters. Project is to be found in Values/Advertising Unit.

6. Visit a company such as Donnelly Advertising to see in action: artists, photographers, and creative writers.

7. Invent a name for a product and write a slogan for it creating a magazine ad using words, pictures, color.

8. Discuss the part advertising played in causing you to buy something you did not need.

EVALUATION: 1. List facts found in ads recognizing that truth may be distorted by omission.

2. Compare early aspects of advertising to newer styles.

3. Identify three of following types of appeal to be found in advertising and collect for bulletin board display ads demonstrating these appeals: Unfinished Claim, Humble Approach, Weasel Words, Vague Claims, Statistics, Happy Family, Snob, Ecology/Public Service, Symbols.

4. Prepare a comparative advertising survey based on ads from two or three different types of magazines.

5. List work of advertising employees witnessed on field trip.

6. Compare tapes of television commercials presented in other areas of the country to those viewed in their own locality.

7. Write radio commercials. Since there is no visual dimension, there will be greater awareness of the power of words. Music and sound effects may be added.

8. Prepare a script for a commercial or create an advertising transparency which the class will evaluate.

Terry Sotiriou, Curriculum Coordinator
Mary Cruise, Teacher
Leon Rowe, Librarian

Grade Nine

INTRODUCTION TO CAREERS
Memorial Junior High School

Course Objectives	Course Activities	Resources
Unit I Where Am I Going?		
The student will become familiar with the goals and content of this course.	1. Take a pretest over values and attitudes. 2. Discuss objectives and goals. 3. Discuss course product and evaluation.	Introductory films and filmstrips Vocational Development Inventory Sheet Career Education Program, J.M. 111
The student will gain information about his interests and aptitudes as related to a career choice.	1. Take a series of tests. 2. Make a profile. 3. Discuss options and deciding intelligently.	Self Directed Search Scope, "Jobs In Your Future, pp. 12-15 Deciding, pp. 21-43 Temperament Check List Sheet Argus Posters: "Winners or Losers" "Big and Little Talkers" "Feelings and Thoughts"
The student will become aware of the purpose of the Job Shadowing activity.	1. Review past shadowing experience. 2. Discuss apprentice and volunteer work as pre-career experience.	Slides or movies on previous Job Shadowing experiences Review comments of past participants Guidance personnel
The student will select a career or careers to be explored.	1. Review lists of businesses which have participated in the past. 2. Add and update the list with new alternatives. 3. Select career matched to profile of each student.	Lists of businesses Telephone directory Guidance personnel Career Resource Center Deciding, pp. 33-45
The student will identify the kinds of information needed to research a career.	Discuss: salary, skills and training, working conditions, demand, job security, related careers, prestige, pressure, authority, responsibility.	Learning Discussion Skills Through Games "Finding the Right One"-Prime "After High School-What?" - Prime "Choosing Your Career" S.V.E.

Course Objectives	Course Activities	Resources
The student will identify the sources of information on careers.	List resource people and create file cards for Career Resource Center. Research: SRA, DOT Occupational Outlook, films, filmstrips, library.	Career Resource Center "Choosing Your Career" S.V.E. Newspapers State Employment Bureau C.G.I. Report
The student will demonstrate his understanding of the kind of product he will prepare.	Discuss methods of presenting the above data: notebook, slides and tapes, films, charts, bulletin boards, dramatization, card file, role playing, debates.	Career Resource Center (displays and bulletin boards) Guest speakers from advertising firms Company films and filmstrips Prepared tapes
Unit II How Do I Get There?		
The student will complete a research project which will demonstrate his understanding of his career choice and/or shadowing experience.	Independent activities: 1. Keep fact-notebook a. career-general b. specific company 2. Do pre-shadow interview, product analysis, market research. 3. Study interrelatedness of company with others.	Career Resource Center Guidance personnel Specific companies DOT SRA Work Kit C.G.I. Report
How Do I Find a Job? The student will list resources for job location.	Consult relatives and friends. Interview speakers from various agencies. Visit employment agencies. Follow-up want ads by visits to companies.	Newspapers Speakers Scope, "Jobs" pp. 52-53 "Tips for the Young Adult" "Finding a Job Opening" SVE
How Do I Get a Job? The student will demonstrate his skill in applying for a job.	Fill out job applications and Social Security card forms. Write resume. Role play interviews. Tape interviews. Interview guest speakers.	Scope, "Jobs" pp. 54-56 "The Job Interview" S.V.E. "Your Job-Applying for It" - Prime C.G.I. Report
How Do I Keep a Job? The student will identify the appropriate inter-personal skills which build success in a job.	Discuss: More people lose jobs because they can't get along with others than for any other reason. Show filmstrip on group interaction.	"Your Job-Fitting In"-Prime "Your Job-Good Work Habits"-Prime "Your Job-You and Your Boss" Scope, "Jobs" pp. 66-69 "Your First Months on the Job"-S.V.E.

Course Objectives	Course Activities	Resources
	Interview a business person on office practices and procedure. Role play telephone manners or "how to lose customers." Show posters and films on grooming.	"Prepackaged Personalities" "Telezonia" - Prime "How to Lose Your Best Customer Without Really Trying"
What Conditions of Employment Should I Know About?		
The student will become aware of state labor laws. The student will become aware of laws and benefits of Social Security. The student will become aware of professional and labor organizations. The student will become aware of the job experiences of his peers and the jobs available in the community.	Study various documents. Role play test cases concerning labor or Social Security laws. Interview guest speakers from bureaus. Discuss relationship of part time jobs and volunteer work to careers.	Scope, "Jobs" pp. 76-79 "Your Job-Getting Ahead"- Prime Guest speakers
When and How Do I Change Jobs?		
The student will study career development as an on-going process that involves continued examination of goals.	Interview speakers who have changed jobs. Conduct interviews with unemployed workers. Examine related work fields. Survey job changes of faculty and parents to determine frequency and pattern. Study future job development possibilities.	People in the community Historical patterns (American history) Future speculations (Science fiction) "Pulling up Roots" - Argus poster
The student will examine present and future educational goals as they relate to future careers.	List school subjects in order of importance to careers. Set realistic goals for entry level and post-entry level education. Examine relation of education to lifestyles.	

Course Objectives	Course Activities	Resources
Unit III What Will My Life Be Like?		
The student will identify some of the financial, sociological, personal and environmental factors which are dictated by one's career. Every student will obtain a Social Security card by the end of the course.	Plan a budget Figure income tax, social security and hazards. Discuss: differences between wants and needs, job risks, social and personal demands of the job, advantages and disadvantages of large and small companies, staying in Maine or moving and how frequently, recession, sex stereotyping.	"Sears Monthly Finance Plan" "Credit Counseling Centers" Scope Visuals TV 2463 "Getting Applications Right" "If I Had a Million"-Argus "Manage Your Money"-Prime Hazard cards "The Struggle for Women's Rights" - Prime "Women in the World of Work"-Prime
The student will identify those leisure time activities which are or could be satisfying to him.	Survey current trends of leisure activities and collect data on cost, time and availability. Demonstrate current hobbies and activities. Survey leisure time activities in terms of relaxation value.	Magazines Senior Citizen Groups Speakers Films Catalogues
Unit IV Where Do I Stand?		
The student will identify the ideas learned during the course and present them to the class. The student will establish positive directions for the future and demonstrate a critical attitude toward his goals.	Seek out part-time or volunteer work related to a future career. Use test data to set up High School course of study.	Post tests: V.D.I. Career Education Program "Where Am I Going? - Another Look" J.M. 351

Ruth Roberts, Curriculum Coordinator
Wilma Bridges
Gary Hill
Larry Woodward

Grade Nine

SELF AND CAREER EXPLORATION
Mahoney Junior High School

Objectives	Activities	Resources
Introductory Unit Who Am I?		
The student will become familiar with the goals and content of the course.	Take pretest. Discuss goals and objectives of the course.	Pretest Course outline
The student will develop an interest and career profile.	Take personality and career test. Discuss options and choose from alternatives. Evaluate self on basis of responses on worksheet. Check partner's rating on same testing. [Note] Throughout the course, the student will seek a speaker or film to expand his interest in the study of career choice.	Self-Directed Search "Choosing Your Career" SVE Worksheets: "My Occupation" "Education and Training" Optional Materials: "Vocational Development Inventory" "Temperament Check List" "Personality Rating Sheet"
The student will identify those leisure time activities which are or could be satisfying to him.	Complete inventory sheet revealing use of leisure time. Demonstrate current hobbies. Discuss current trends of leisure time activities and prepare data on cost and time. [Note] Participate in Mahoney Hobby and Crafts Show.	"How I Use My Leisure Time" Senior citizens' groups Community resource members
Unit I Where Am I Going?		
The student will examine present and future educational goals as they bear on future careers.	List school subjects. Examine relationship of education to life style. Set realistic goals for entry level and post-entry level education. Discuss relationships of part-time jobs and volunteer work to careers.	"My Life Style" Let's Explore Your Career pp. 25-28 Scope, "Jobs in Your Future" pp. 76-79

Objectives	Activities	Resources
The student will identify the kinds of information needed to research a career.	Discuss: salary, skills, training, working conditions, demand, job security, related careers, prestige, pressure, authority, responsibility. [Note] Each student will participate in Job Shadowing at some time during the course. Job Shadowing is described in detail on pages 91-92 of the guide.	Choice of films: "Finding the Right One"-Prime "After High School, What?" Prime
The student will identify the sources of information on careers.	Investigate: SRA, DOT, Occupational Outlook Invite speaker from State Employment Bureau Optional Activities: Add career consultant cards to file in Resource Center. Attend Career Guidance Institute.	"Scavenger Hunt Project" in Career Resource Center Career Guidance Institute Report
The student will demonstrate his understanding of the kinds of product he will prepare.	Study alternative methods of presenting reports: notebooks, slides and tapes, films, charts, bulletin boards, card file, debates, role playing, dramatizations. [Note] Throughout the course students will be asked to update bulletin board displays.	Career Resource Center or Class Displays and Bulletin Boards
Unit II. How Do I Get There?		
The student will complete a research project which will demonstrate his understanding of his career choice.	Prepare responses based on physical and geographical aspects of job. Make job description cards for career researched.	"Career Worksheet"
The student will list resources for local employment opportunities.	Identify sources of job opportunities: family, friends, public and private employment agencies, guidance counselors, placement offices	Speakers from agencies Scope,"Jobs in Your Future" pp. 52-60 "Tips for Young Adults" S.V.E. "Finding a Job Opening" S.V.E.

Objectives	Activities	Resources
The student will become aware of job experiences of his peers and of jobs available in the community.		"Your Job - Applying For It" Prime
The student will demonstrate his skill in applying for a job.	Fill out application forms and social security card forms. Interview speaker from social security agency. Discuss with speaker: What is social security? Write a resume. Role play interviews.	Company applications Social Security films: "4 e.g." "After the Applause" "The Job Interview" - Prime
The student will identify the appropriate interpersonal skills which build success in a job.	Discuss: "More people lose jobs because they can't get along with others than for any other reason." View film on group interaction. Role play telephone manners.	Argus Posters and Sheets: "Big and Little Talkers" "Winners or Losers" "Your Job-Fitting In"-Prime "Your Job-Good Work Habits" Prime "Your Job-You and Your Boss" Prime Scope, "Jobs in Your Future" pp. 66-69 "Your First Months on the Job" S.V.E. "How to Lose Your Best Customer Without Really Trying"
The student will study career development as an on-going process that involves continual examination of goals.	Survey parents and faculty to determine frequency and pattern of job changes. Interview people who have changed jobs as well as unemployed workers.	Resource people: Community members Family and faculty Argus Poster: "Pulling Up Roots"

Unit III.

What Will My Life Be Like?

Objectives	Activities	Resources
The student will identify some of the financial, sociological, personal and environmental factors which are dictated by one's career.	Plan a budget. Figure income tax and social security. Discuss differences between wants and needs. Question job risks and the social and personal demands of a job. Discuss sex stereotypes.	"Manage Your Money" - Prime "Sears Monthly Finance Plan" "Struggle for Women's Rights" Prime "Women in the World of Work" Prime

Objectives	Activities	Resources
	Consider advantages and disadvantages of large and small companies. Consider question of staying in Maine or moving to another locality.	
Unit IV. Where Do I Stand?		
The student will identify the ideas learned during the course and present them to the class.	Seek part time or volunteer work related to a future career.	Post Test "Vocational Development Inventory" "Where Am I Going? Another Look"
The student will establish positive directions for the future and demonstrate a critical attitude toward his goals.	Use test data to set up high school course of study.	
Unit V. Values	THE VALUES COMPONENT OF THE COURSE IS TAUGHT BY GUIDANCE COUNSELORS FOR A THREE WEEK PERIOD.	
Part One The student will know the names of his classmates and some facts about many of them.	Lesson: Getting Acquainted Permit students to arrange themselves in alphabetical order without any assistance from the teacher. This reveals leaders, followers, organizers. Interview other students and prepare fact sheets. Sit in semi-circle. One at a time, students go to the board, write their names, an interest, like or dislike, an extra-curricular activity. Conduct question session. Each student answers a question about himself.	Development of Classroom Workshop in Oral Communication Learning Discussion Skills Through Games, Skill 1, p. 19 Learning, Problem 5, p. 64
Part Two The student will develop skills in listening, participating, and in demonstrating respect for the opinion of others.	Lesson: Interacting Interview five people - parent, counselor, teacher, pastor, another teen, to determine similarities and differences in their solution to the same problem. Who ultimately must decide?	Learning Discussion Skills Through Games, Skill 3, p. 23 Learning Discussion, Skill 6, p. 36

Objectives	Activities	Resources
	Student is given an essential piece of information which is a clue to a murder mystery. The game which follows forces the group to organize for problem solving. Assign a question or an issue for discussion. Two students are appointed to discuss both sides of the question. Later, three students summarize the differences. Students presenting the argument judge the most accurate summary.	
Part Three The student will identify group roles and identify his role in a number of groups.	Lesson: Group Roles Discuss role as member of the family group. Consider role as member of the school community. Recognize need to learn new roles in a discussion group. Study dangers of seeing people as stereotypes. Invite community workers who don't fit sex career stereotypes - female mechanics, male nurses.	Planning Your School Life "Family Relationships" Unit 2 Getting Along with Your Parents Making Value Judgments, Chapter 3 - "Is there a generation gap in my family?" Making Value Judgments, Chapter 4 - "What is my role at school?" Planning Your School Life "You and Your School" Unit 3 Making Sense of Our Lives "In Crowd" Poster and Sheet Learning Discussion Skills Through Games, Skill 9, p. 4 Making Value Judgments, p. 113
Part Four The student will identify and share his interests with his classmates.	Lesson: My Interests List occupations one rejects as a means of revealing interests. Review chart of interest areas. Assume responsibility for contributing to group discussions on interests. Discuss opportunities to develop new interests. Compare current interests with those of two years ago and identify reasons accounting for change.	Let's Explore Your Career pp. 5,6,7,8 Learning Discussion Skills Through Games, Skill 4, p. 31 You, Today and Tomorrow Chapter 5

Objectives	Activities	Resources
Part Five The student will use interviewing techniques, charts and other methods to discover his skills.	Lesson: My Skills Interview previous elementary teachers or favorite junior high teachers to learn their judgment of student's strengths. Complete ability charts to match activities and abilities.	You, Today and Tomorrow Chapter 3 Let's Explore Your Career "My Self Ability Summary" pp. 22, 23, 24
Part Six The student will be able to find and discuss his feelings.	Lesson: My Feelings Discuss the question: "Does self-respect require continued feedback from others?" Complete activity which distinguishes between feelings and thoughts.	Making Sense of Our Lives Sheet "Feelings and Thoughts"
Part Seven The student will discover and be able to state his values.	Lesson: My Values Recognize that making decisions involves those things one values. Then consider personal values. Study the ways that abilities, values, and interests may work together. Consider, "What if they conflict?" Consider three sources of values: religion, family, society. Study and identify present American values. Change values to clearly stated objectives.	Deciding "Values Unit" p. 10 Deciding, p. 11 You, Today and Tomorrow p. 57 Making Value Judgments Chapter 1 Deciding, p. 15 Deciding, pp. 17 & 18
Part Eight The student will identify and share his interests, skills, feelings, and values with his classmates.	Lesson: Combined Self Awareness Discuss: "Who has influenced who you are today - family, travel, sports?" "Whom do you go to for advice?" "With whom do you share successes?" Write: journal entries autobiographies personal rating inventory	Sheets: Journals Autobiographies Personal Inventory Making Sense of Our Lives "What Kind of Talker Are You?"

Objectives	Activities	Resources
Part Nine	Lesson: Expanding the Imagination	
The student will improve his skill in using his imagination creatively.	Make a collage of pictures that represent student's personality. Make a collage of pictures showing likes and dislikes. Use technique to rid self of unwanted traits, habits, qualities. Learn to become a "self scientist" by questioning issues important in one's life.	"Magic Can" "I Urge Telegram"
Part Ten	Lesson: Decision Making Skills	
The student will be able to list the kinds of information required in good decision making. The student will be able to list alternatives. The student will be able to describe common decision making strategies.	Identify alternatives in decision making.	All activities from Deciding
	Play "Options" - a computer game. Consider acceptable and unacceptable alternatives.	pp. 21 and 22 pp. 23, 24, 25 p. 26 p. 29
	Evaluate possible sources of information in making a decision.	
	Consider the role of values in risk taking and choose from probabilities.	pp. 35-40
	Complete exercises in the four strategies: wish, escape, safe, combination.	pp. 41 - 45

Pamela Beal
Mary Cruise
Ruth Roberts
Terry Sotiriou

PROJECT: JOB SHADOWING

The Problem

Mahoney Junior High School has been involved in a three-year, federally funded project in Career Education called Project REVAMP. What seemed to be the most difficult part of the project was "Hands-On," an experiment involving ninth graders. The objective of this experiment was to familiarize all ninth grade students with the realities of various career fields.

After much thought and many discarded ideas, we devised a very simple plan which we called Project: Job Shadowing. Under this plan, each student spent one complete day with a parent, friend, or relative, shadowing him as he spent a day on the job. If the hours were 4 P.M. to midnight, that was the shift the student observed. Because of the age of the students and insurance regulations, we stressed that they must observe the work and not participate in the work.

Our ninth grade English teachers team-taught the six week unit in our Career Resource Center. We also had the services of a full-time guidance secretary available to us.

The Plan

Week 1: We introduced the six week Career Education unit and discussed jobs the students had already had and were familiar with. A letter to parents and a permission form were distributed and explained. Various shadowing possibilities and alternatives were discussed.

Week 2: Parents' reactions to the job shadowing idea were discussed, and any problems regarding the implementation of the shadowing experiences were resolved. With the assistance of the English teachers, the fifteen occupational clusters were reviewed, and attitude and conduct "on the job" were discussed. A diary for the job shadowing experience was distributed. The purpose of this diary was to introduce work-related concepts such as fringe benefits, union affiliation, and working conditions, and to provide for feedback from the job shadowing experience.

Week 3: Students spent one complete day (or more if the situation required it) on the job.

Week 4: Students shared their experiences with their English classes, using their diary notes, and they completed evaluations of the project.

Weeks 5 and 6: Counselors, using the experience of shadowing as a springboard, encouraged students to relate their day on the job to their own plans for a high school program of studies and future educational goals. Faculty, parents, and other participants were asked to evaluate the project.

Results

The job shadowing project has been implemented twice with over 80% of the ninth grade students participating on both occasions. Our students observed all shifts and under all conditions. One flew to New York City with Air New England.

Others went all over the states of Maine, New Hampshire, and Massachusetts. Many firms and individuals offered to have several students shadow. Three boys stayed right in our own building, shadowing the school painters. The list of businesses and industries represented ranged from a sole proprietor retail store to large corporations such as New England Telephone and Fairchild Semiconductor. One student shadowed a crossing guard; another followed a union leader, traveling around the state, holding meetings, and inspecting sites. One of the most popular job shadowing experiences was with the South Portland Police.

As an additional bonus, this project cut across traditional sexist occupational lines. Many girls went to work with their fathers and many boys with their mothers. One girl spent one day with both of her parents because they both wanted "equal time."

The excitement and enthusiasm generated in the school was contagious, and during the follow-up class periods, many lively accounts of job shadowing were shared.

This unit also served to introduce the ninth graders to methods of researching jobs in the Career Resource Center and to the guidance assistant. Her responsibility was to coordinate and record parental responses, prepare lists of students excused from school each day, and send out thank you letters to all teachers, parents, and others who cooperated in the project.

Evaluation

We felt that we had 200 ambassadors of good will going into our community. The 80% responses far exceeded our expectations. In addition, this project was easy to organize and reproduce. In manpower hours, having students make their own contacts was efficient and imaginative. They often came up with original ideas and contacts.

Negative evaluations were primarily directed toward the fact that we generally suggested that students shadow their own parents. Often the students were already familiar with their parents' work or were not interested in their parents' jobs.

The positive evaluations were many, from the closer bond felt betweeen parent and child to a far stronger understanding of the work world. Most students wanted to repeat the project - shadowing a job related to their own interests or to compare two jobs.

Ronald Adams
Rachel Paquette
Cynthia Sanborn
Mahoney Junior High School

PHILOSOPHY

The English Department at South Portland High School has two major goals:

1. to equip students with the basic skills of reading, writing, and speaking so that they will become effective members in our society.

2. to help students develop a greater sense of who they are and what their potential is.

We want our students to be critical thinkers, sensitive human beings, and articulate speakers. We want our students to develop a respect for and a facility with the English language, the unifying force in our curriculum.

To accomplish these goals the English Department offers six skill courses for sophomores and a phase elective program for the juniors and seniors. In their sophomore year students culminate a four-year (grades 7-10) sequence of skills and activities in reading, writing, language, speaking and listening, and career exploration and values. Sophomores do not elect their courses. Junior high guidance counselors place sophomores in appropriate skill courses.

Juniors and seniors select their courses based on their future needs and interests. Guidance counselors and English teachers counsel students before they select courses. All students must take one of the five American Literature courses, and all students are strongly advised to take a writing course.

The rationale for our curriculum is:

1. The English Department believes that students must take responsibility for their education. Students should have proper counseling, but they should also have the opportunity to make choices. Electives require an educational commitment from the student.

2. The English Department's role is to offer a balanced program, one which meets the needs of all students. We know that all students need certain communication skills. We also know that students who are interested in their work tend to perform better than those who are not. We have provided both of these factors, skills and interest, in our program.

3. Courses are phased, not the students. The inherent flexibility of an elective system allows a student to avoid the constrictions of a tracking system. Where appropriate we have encouraged heterogeneous grouping.

All courses carry a phase designation(s) indicating the level of difficulty.

Phase 1 - a course created for those students who have difficulty with basic English skills.

Phase 2 - a course created for students who need to improve and refine basic English skills but at a slower pace than in higher phased courses.

Phase 3 - a course created for students who have a command of basic English skills and who would like to advance beyond these skills at a moderate pace.

Phase 4 - a course created for students who have a good command of basic English skills and who learn rapidly.

Phase 5 - a course created for students who have an excellent command of basic English skills and who are looking for a stimulating academic experience conducted at an advanced pace.

THESE MEMBERS OF THE HIGH SCHOOL ENGLISH DEPARTMENT WROTE THE FOLLOWING COURSE OUTLINES.

Margaret Anderson
Jo D. Archer
Dorothy Bohnson
Clifton Burrowes
Grace Corey
James Dunn
Margaret Foster
Elizabeth Gibbon
Martha Hall
Virginia Hews
Alan Hirsch
Charlotte Libby
Carol MacDonald
Lois Mansfield
Everett Nisbet
Priscilla Perry
John Sullivan
Michael Tate
Sarah Lee Wright

GUIDELINES FOR COURSE SELECTIONS

All English courses will be a semester in length. Each course has a phase designation(s) to indicate its difficulty. Students will choose their English courses with the help of their guidance counselors. Students should realize that weekly composition work will be a part of all literature courses.

The following guidelines will govern student choices:

1. Students must pass eight semesters of English to graduate. Successful completion of ninth grade English gives a student credit for two of these semesters. Also, a student must carry an English course each semester in grades 10-12.

2. Sophomores have a set program and are not eligible to elect courses. They will be placed in appropriate sophomore skill and literature courses by their guidance counselors.

3. A sophomore who fails Basic English Skills, Communication Skills, or Essential English Skills must retake the course.

4. All students must elect one of the five American Literature courses.

5. All students are strongly advised to take a writing course.

6. It is recommended that students preparing for college elect their courses from the following list. If they are interested in other courses, they should consider taking them as second courses.
    - American Literature (4,5)
    - Man in Society (3-5)
    - Composition (3-5)
    - Creative Writing (4,5)
    - Selected British Authors (3-5)
    - Play Reading and the Theater (3-5)
    - World Literature (3-5)
    - Poetry and the Short Story (4,5)
    - Bible as Literature and Mythology (4,5)
    - The Hero and the Anti-Hero in English and American Literature (5)

7. Students who have failed ninth grade English will not have to retake this specific course in high school. Successful completion of a sophomore skills course will compensate for this failure and students in this category will be able to meet the requirements for eight semesters of English by electing other English courses.

8. If a student wants to take two English courses, he should be allowed to do so only after all students have been signed up for one course. Openings in scheduled courses may then be filled by students who want a second course.

HIGH SCHOOL COURSE LISTING

Number	Title
600	BASIC ENGLISH SKILLS
601	COMMUNICATION SKILLS
602	ESSENTIAL ENGLISH SKILLS
605	EXPERIENCES IN LITERATURE
606	INTRODUCTION TO LITERATURE
607	EXPLORING LITERATURE
610	AMERICAN LITERATURE
611	MAN IN SOCIETY
612	FRONTIERS IN AMERICAN LITERATURE
613	YOUTH IN CONFLICT IN AMERICAN LITERATURE
614	LITERATURE OF AMERICAN MINORITIES
620	WRITING WORKSHOP
621	COMPOSITION
622	CREATIVE WRITING
623	FILM STUDY AND PRODUCTION
625	FUNDAMENTALS OF BUSINESS ENGLISH
626	EFFECTIVE BUSINESS COMMUNICATION
627	READING WORKSHOP
630	PLAY PRODUCTION
631	DOUBLESPEAK
632	SPEECH
633	PLAY READING AND THE THEATER
634	CAREER PREPARATION
640	THE HERO AND ANTI-HERO IN ENGLISH AND AMERICAN LITERATURE
641	BIBLE AS LITERATURE AND MYTHOLOGY
645	INDIVIDUALIZED READINGS OF FICTION
646	CONTEMPORARY LITERATURE
647	POETRY AND THE SHORT STORY
648	LITERATURE OF THE AMERICAN WORLD OF SPORTS
649	SELECTED BRITISH AUTHORS
650	AMERICAN FOLKLORE
652	A STRANGER IN THE CITY
653	SCIENCE FICTION AND HORROR STORIES
654	WORLD LITERATURE
660	INDEPENDENT STUDY IN ENGLISH

600 BASIC ENGLISH SKILLS (1, 2)

COURSE DESCRIPTION

This course is designed to acquaint the student with the basic English skills needed by those who will be pursuing a vocational career. Part one of the course will emphasize the grammatical skills required for effective written and oral communication. Part two will concentrate on specific applications of these skills. Typical activities will be writing letters, filling out forms, making résumés, and presenting short speeches.

OBJECTIVES

The student will:

1. familiarize himself with the types and styles of language, including occupational and social.

2. develop a facility for using appropriate language when he speaks or writes.

3. improve the mechanics of writing - emphasis on the complete sentence.

4. improve vocabulary - especially that of occupations, applications, etc.

5. experience writing and making revisions.

6. explore necessary qualities for success in the business world (punctuality, dependability, etc.).

7. improve reading and study skills.

MATERIALS

English on the Job (main text), Drop Out, The Hobbit, Impressions in Asphalt, and Open Ended Stories

Films: "Joh Hunting, Where to Begin" - 98GU
"Preparing for an Interview" - 97GU
"Your Personality" - 28HE

OUTLINE

During the semester the following areas will be covered:

A. Grammar and Usage (Units refer to English on the Job)
    1. the right verb (Unit 2: teach/learn, borrow/lend, etc.)
    2. the incomplete sentence (Unit 4)
    3. the run-on sentence (Unit 5)
    4. double negatives (Unit 7)
    5. punctuation (Unit 10)

B. Writing
   1. Discuss topic sentence, concluding sentence, use of examples, and illustrations. Write short paragraphs.
   2. Practice answering a job ad from one chosen in the newspaper.
   3. Write "how-to" composition and give a demonstration.
   4. Write letter of application.
   5. Write other types of letters: friendly, request, order, claim.
   6. Write paragraphs in relation to literature assignments.

C. Vocabulary development
   [Note: Page notations refer to Improving Reading in Every Class]
   1. Incorporation of technical vocabulary (other subject areas, career, etc.), pp. 297-304.
   2. Teaching of basic prefixes and suffixes, pp. 38-40.
   3. Review of structural analysis (inflectional endings - -ed, -ing, -ly, -est; compound words, roots), pp. 20-23, 78-84.
   4. Students keep own vocabulary notebook, pp. 64-69.
   5. Spelling to be incorporated; review basic rules.
   6. Awareness of multiple meanings of words.
   7. Antonyms, homonyms, synonyms.
   8. Use of context clues, pp. 23-36.

D. Study skills
   1. Following directions - oral and written, pp. 353-359, 363-373.
   2. Specific goals set for reading assignments, pp. 91-107.
   3. A method of retaining information to be taught (SQ3R, PQRST, or other), pp. 115-128.
   4. Teach use of graphs, charts, maps, illustrations.
   5. Teach use of parts of book - index, table of contents, glossary, etc. Inventory of own textbooks used in other subjects.
   6. Review use of the dictionary, pp. 61-63.
      a. alphabetization skills
      b. guide words
      c. symbols; pronunciation key
      d. selection of appropriate meaning
      e. syllabication
      f. abbreviation

E. Career Skills
   1. Inventory student interests.
   2. Discuss skills students have to offer.
   3. Discuss types of careers available.
   4. Hear speakers from the armed services.
   5. Familiarize selves with Career Resource Room facilities.
   6. Introduce personal data sheets and complete.
   7. Start selection of a career by using the Career Resource Center. Introduce students to the career profile. Choose two careers which will be used throughout the semester in reference to applications, interviews, etc.
   8. Discuss dropping out (speaker from Guidance).
   9. Discuss interviews - language, appearance, attitude.
   10. Discuss obligation of employer, employee.

601 COMMUNICATION SKILLS (3)

COURSE DESCRIPTION

This course will focus on the skills needed for effective communication. Materials that will be covered include a review of basic English grammar and composition skills. Students will engage in a variety of speaking, writing, and reading activities. There will also be units on how to use a library and how to take part in meaningful discussions.

OBJECTIVES

The student will:

1. gain a working and practical knowledge of his language.
2. become aware of the sequence of grammar, spelling and mechanics.
3. become familiar with the library and learn how to utilize both the library and the Career Resource Center.
4. write short, meaningful paragraphs that use details in support of or in place of generalizations.

MATERIALS

Texts to be used:

English in Action 3
Guide to Modern English
American English Today

Outside reading:

Bridges at Toko-Ri
On the Beach
To Kill a Mockingbird
Lively Lady
The Boy Who Invented the Bubble Gum
This Stranger, My Son

Each class should read three novels.

OUTLINE

I. Grammar

During the semester the class will cover the following grammatical areas:

a. Review the parts of speech.
b. Review the parts of a sentence.
c. Review the irregular verbs.
d. Teach verbals.
e. Review subject and verb agreement.

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f. Review pronoun cases.
g. Review fragment and run-on sentences using compositions as examples.
h. Review capitalization and possession.
i. Review punctuation.
j. Review improving sentence techniques.
k. Review clauses and complex sentence.
l. Teach parallelism.

II. Writing

During the semester the class will cover the following writing exercises:

a. Study steps in paragraph development leading to a three paragraph theme.
b. Practice observational writing (from picture, object, etc.).
c. Start writing log (recording misspelled words and grammatical errors).
d. Write directions on how to do something. This may be followed with oral demonstrations.
e. Write a paragraph on two moods illustrated from a literature assignment.
f. Write a paragraph on exaggeration, humor or conflict.
g. Study expository writing.
h. Recognize literary analysis.
i. Learn the basic principles of outlining.

III. Vocabulary

Page references to text: Improving Reading in Every Class

a. Review suffixes and prefixes, pp. 38-40.
b. Study different types of context clues, pp. 23-36.
c. Note multiple meanings of words, pp. 64-69.
d. Select the best meaning for a word in a given context, pp. 80-83.
e. Review structural analysis (inflectional endings - -ed, -ing, -ly, -est; compound words, roots) pp. 78-84.

IV. Research and Career Project

a. Arrange for orientation to library facilities.
b. Review major reference tools: encyclopedias, Readers' Guide, Who's Who, consumer reports.
c. Investigate career or college of choice using materials available in Career Resource Center.
d. Prepare data sheets.
e. Write letters of application: job, school, credit.
f. Prepare samples of five types of letters.
g. Explore career opportunities.
h. View career films which will be available periodically from the Guidance Department.
i. Discuss those films which stress success on the job and value judgments.

602 ESSENTIAL ENGLISH SKILLS (4, 5)

COURSE DESCRIPTION

The purpose of this course is to help students achieve clarity in oral and written communication and to develop skills for meaningful, effective, personal expression. Students will study formal English grammar in depth, as well as the essentials of good usage. Vocabulary study will be extensive through workbook assignments. There will be opportunity for oral and written expression based on assigned reading and personal experience.

OBJECTIVES

The student will:

1. study and apply principles of English grammar and good usage.

2. build vocabulary skills with emphasis on prefixes and roots.

3. gain experience in use of the library and career resource center.

4. gain experience in writing.

5. develop oral expression.

TEXTS

Guide to Modern English - Grade Ten
Harbrace Vocabulary Workshop

Suggested Supplementary Material:

Julius Caesar	The Lively Lady
Silas Marner	Literature of Mystery
A Bell for Adano	On the Beach

Students will be assigned reading from this list. These books will serve as a basis for class discussion and for written work.

OUTLINE

I. Grammar and Usage

- a. Review parts of speech and parts of the sentence.
- b. Study objective complement.
- c. Review verbs and subject-verb agreement.
- d. Review verbals.
- e. Study verbal noun.
- f. Review pronouns.
- g. Review prepositional phrases, clauses and kinds of sentences.
- h. Review plurals, possessives and capitals.
- i. Review punctuation.
- j. Correct faulty sentences.

II. Vocabulary

a. Study Chapter One in Vocabulary Workshop.
b. Memorize prefixes and do related exercises.
   Vocabulary Workshop - Chapter Three
   Improving Reading in Every Class - pp. 38-40
c. Memorize Greek and Latin roots and do related exercises.
   Vocabulary Workshop - Chapter Four
   Improving Reading in Every Class - pp. 44-56

Note: All further page designations refer to Improving Reading in Every Class.

d. Review use of context clues, pp. 23-36.
e. Increase emphasis on structural analysis, pp. 39-41.
f. Choose best meaning for a word in a given context, pp. 80-83.

III. Writing

a. Write paragraphs developing the topic sentence.
b. Write action paragraphs.
c. Practice descriptive writing based on pictures presented to the class.
d. Write original compositions based on assigned readings.
e. Write a paragraph using three kinds of clauses and four kinds of sentences.
f. Work on various methods of paragraph development as discussed in the text.
g. Learn the basic forms of a business letter.
h. Keep individual logs containing grammatical and spelling errors from students' own work.
i. Rewrite corrected themes.

IV. Oral Work

a. Present oral book report.
b. Discuss assigned reading.
c. Give an oral demonstration of a process.
d. Present a speech to inform or to persuade.

V. Study and Research Skills

Text: Improving Reading in Every Class

a. Emphasize need for locational skills, p. 242.
b. Use major reference tools: Readers' Guide, encyclopedias, vertical file, consumer reports, atlas, concordance, Who's Who, specialty reference materials, pp. 243-260.
c. Study library classification systems, card catalog, pp. 244. Encourage familiarity with school library and South Portland Public Library.
d. Learn skimming techniques, pp. 197-199.
e. Identify the location and contents of different parts of reference materials: table of contents, index, glossary, special aids, p. 256.
f. Practice note taking - from written and oral material, p. 266.

g. Prepare evaluation of data - critical reading, p. 264.
    1. recognition of suitable sources
    2. distinction between relevant and irrelevant statements
    3. introduction to logical thinking; inductive and deductive reasoning
    4. recognition of propaganda techniques

h. Organize and summarize, p. 272.
    1. outline
    2. compare
    3. cause and effect

i. Follow directions, pp. 363-373.

j. Utilize special aids (maps, graphs, charts, illustrations, political cartoons).

k. Proofread, pp. 274-381.

Career Education Project

A. Investigate one career using the materials in the Career Resource Center.

B. Write a research paper on this career.

C. View films on careers shown in Room 209.

605 EXPERIENCES IN LITERATURE (1, 2)

COURSE DESCRIPTION

This course is designed to introduce students to various types of literature, to help students improve their reading skills, and to show students that reading can be a pleasurable experience. Students will read a variety of short stories, novels and plays. Whenever possible, students will be given the opportunity to read materials of their own choice. This course will also emphasize vocabulary work, group discussions, and oral reports.

OBJECTIVES

The student will:

1. familiarize himself with various types of literature.
2. develop vocabulary by reading and taking words from context.
3. trace themes in literature and relate situations to students' lives.
4. experience writing on literary subjects.
5. correct mechanical errors and drill on those errors taken from context of students' compositions and logs.
6. explore values and decision making.

MATERIALS

Plays to Enjoy
Literature of Mystery
Light in the Forest
Count Me Gone
This Stranger, My Son
Death Be Not Proud
Silas Marner
Drop Out
People to Remember
Open Ended Stories
The Fallen Angel
Take 12 Action Plays
Stories in Verse
Haystacks Don't Have Any Needles
Introduction to Poetry

Films: A Rock in the Road (Prime 589)
An Occurrence at Owl Creek Bridge (Prime 462)
Dr. Heidegger's Experiment (Prime 360AB)
Aggression - Assertion (Prime 831)
The Crowd (Prime 485)

OUTLINE

I. Topic: The Novel

Text: Silas Marner

A. Stress man's inhumanity through:

   1. Silas's being ostrasized from Lantern Yard
   2. Silas's not being accepted in Raveloe

B. Causes for man's acceptance through:

   1. Silas's love for Eppie
   2. Changes occurring in his life style

C. Life style and result (Golden Rule) through:

   1. Dunstan's life style/result
   2. Godfrey's attempt to cover up his first marriage
   3. Childless marriage
   4. Silas's golden years

D. Greed of man - Dunstan, Godfrey, and Silas - moments in their lives.

E. Film: A Rock in the Road - greed and retaliation

   1. Composition - describe one personal example
   2. Composition - comparison to Silas Marner

F. Essay test - stress subject and verb agreement

Text: Light in the Forest

A. Emphasize culture and customs

   1. Traditions of the Indians
   2. Traditions of the whites

B. Prejudice

   1. Why True Son was not accepted by his Indian family
   2. Why John Butler was not accepted by his white neighbors

C. "Man Without a Country" idea

   1. What was the cause?
   2. Was he to blame?
   3. What would become of him?
   4. Opinion essay question - stress capitalization

Supplemental: Plays to Enjoy

A. In the Fog

   1. Give historical background of Civil War.
   2. Composition - could this have happened? Why?

II. Topic: Mystery, Detective, and Suspense

Text: Literature of Mystery

A. Arsenic and Old Lace

1. What makes people laugh?
   a. Were the aunts comediennes?
   b. Why was Mortimer laughable in his distressed times?
   c. Retaliation of the aunts

2. Mental illness vs. sanity
   a. Why Teddy was considered mentally ill and not the aunts
   b. Jonathan's brutality
   c. Mortimer's assumption of his mental instability

3. What causes this to be considered a mystery?

4. Composition - describe the aunts' lives in Happydale

B. Short stories

1. The Dream
2. The Grave Grass Quivers
3. Two Bottles of Relish
4. Taste
5. How Mr. Hogan Robbed a Bank
6. Dr. Heidegger's Experiment (Plays to Enjoy) (film Prime 360AL)

Discuss what elements are necessary for a mystery. For each story list, in complete sentences, what elements made the mysterious content.

C. Film: An Occurrence at Owl Creek Bridge

Write a mystery which could have taken place before the time of this film and which will end with the hanging of this man.

Supplemental: Same as for Novel, plus Rebecca

III. Topic: Poetry

A. Have students collect three poems which they enjoy - possibly from Stories in Verse, Haystacks Don't Have Any Needles, or assorted poems from library.

B. Share with others and discuss why that particular poetry is enjoyable.

C. Do the opposite with one poem - why do they detest it?

D. Stress song lyrics as poetry.

E. Write a poem on favorite pastime.

IV. Topic: Biographical Novels and Short Stories

Texts: This Stranger My Son, Death Be Not Proud, People to Remember, Modern Biographies, Current Biographies, assorted library books on entertainers and athletes rm. 217, 215.

A. Have students choose one biographical novel or famous person

1. Research the life of this person.
2. Learn his formula for success.
3. Read about training he had to get before he could perform his service for society.
4. Write a brief biography on this person (paraphrasing).

Corrections will stress the complete sentence.

V. Topic: Theatre Arts

A. Take 12 Action Plays

1. Read plays and answer questions.
2. Discuss problems with which teenagers are faced.
3. Suggest solutions; share all possible methods of solving problems and making decisions.
4. Use Open Ended Stories for subject of essay.

B. Plays to Enjoy

1. Choose 3 plays.
2. Answer questions.
3. Compare problems faced by main characters in the plays.
4. Discuss the alternatives each could have considered.

C. Discuss the form of a play and how it differs from a short story.

D. Take one page of any play; transform dialogue into traditional prose.

VI. Topic: Short Stories

Texts: The Fallen Angel; same as above with Take 12 Action Plays

PROCEDURES

1. Vocabulary will be taught from context of literature.

2. View Career Films as they are offered. Discuss value judgments and decision making.

3. Simple connotation and good usage as they arise in class.

4. Spelling and grammatical errors will be recorded on student logs and teacher will give drills periodically in class.

Note: Page notations refer to Improving Reading in Every Class by Ellen Lamar Thomas and H. Alan Robinson.

5. Literature will be read and discussed for setting clues, character, and plot/conflict. Assignments should be prefaced with goal setting (student to know what he is reading to find), pp. 91-107.

6. Explore career opportunities in Career Resource Center and stress work habits, attitudes, punctuality, and dependability.

7. There will be emphasis on wide independent reading, pp. 19-20.

8. There will be oral reading of plays and other literature assignments.

9. Comprehension will be checked on three levels: literal, interpretive, and applied. Have students develop their own questions after reading. Have them learn to include interpretive and applied questions as well as literal, pp. 89-184.

606 INTRODUCTION TO LITERATURE (3)

COURSE DESCRIPTION

The purpose of this course is to equip students with the basic critical skills needed to read literature intelligently. Students will read novels, poems, short stories, plays, and biographies. Although works will be read in common, students will also have the opportunity to select literature of their own choice.

OBJECTIVES

The student will:

1. learn different literary genres.
2. study literature with more depth of comprehension.
3. develop a more critical attitude toward all reading.
4. learn to analyze literature in terms of character development, style, and plot.
5. stress "why" characters act as they do instead of what they do in literature.
6. develop vocabulary by reading and by emphasizing connotations.
7. trace themes in literature and see how they help in developing standards of ethics and morality.
8. learn to write different types of letters and notes.
9. review selected grammatical rules in order to correct writing errors (as recorded in writing logs).

MATERIALS

Books to be read:

April Morning
Tale of Two Cities
Lively Lady
Literature of Mystery
Impressions in Asphalt
Three Plays of Individualism
Death Be Not Proud
Bell for Adano
Silas Marner
Short Stories for Our Times
Twice Fifteen
This Stranger, My Son
Stories in Verse

Supplementary Reading List:

Light in the Forest
Three Narrative Poems
Reflections on a Gift of Watermelon Pickle
Haystacks Don't Have Needles

OUTLINE

I. Time: 1 - 5 weeks

Topic: Read and discuss historical novel:

Tale of Two Cities or
Silas Marner or
Lively Lady or
April Morning or
Bell for Adano

A. Stress man's inhumanity to man.
B. Stress customs of the times.
C. Show film strips of era, author, and/or novel.
D. Have students write a newspaper dealing with the times.
E. Have students write or describe a scene from a particular point of view.
F. Have students write or describe changes in a particular character.
G. Stress parent-child relationships, feelings of loneliness in growing up and growing older, and maturity.
H. Discuss how teenagers feel today about their parents, war, and being the head of a household. What are some of the problems they face, and how do they differ from Adam's problems?
I. Interview two friends and record their reactions to these problems.

Supplemental - Light in the Forest

II. Time: Weeks 6 - 11

Topic: Mystery, Detective, and Suspense

Literature of Mystery or
Hound of the Baskervilles

A. Read Rebecca - outside assignment with periodic discussions.
   1. Have students write mini-mysteries.
   2. Have students solve each others' mini-mysteries.
B. "Arsenic and Old Lace" - read aloud in class.
   1. Stress humor and what makes people laugh.
C. Short stories - trace the elements of mystery in each story.

III. Time: Weeks 12 & 13

Topic: Short Story Unit

A. Read: Impressions in Asphalt or
   Short Stories for Our Times or
   Twice Fifteen
B. Stress city life and prejudice.
C. Examine different types of prejudice.
D. Have students do an outside report or project on prejudice.
E. Make a notebook of events that happen in a large city in two week period and compare them with the events in Portland during the same time period.
F. Interview people in the community to get their feelings about prejudice or life in a large city.

IV. Time: Week 14

Topic: Poetry

Texts: Stories in Verse
Introductions to Poetry

Supplementary Texts: Reflections on a Gift of Watermelon Pickle
Haystacks Don't Have Needles

A. Read poetry from assigned texts.
B. Stress different forms of poetry found in everyday life.
C. Make a pictorial poem.
D. Listen to popular songs for lyrical poetry.
E. Have students write poems.
F. Find examples of imagery and figures of speech.

Supplemental - Three Narrative Poems

V. Time: Weeks 15 & 16

Topic: Drama

A. Read: Three Plays of American Individualism or
Plays to Enjoy or
"Arsenic and Old Lace"
B. Have students review television plays or movies at home and write reviews of them.

VI. Time: Weeks 17 & 18

Topic: Biography

A. Read: Death Be Not Proud or
Four Complete Biographies or
book of own choice from the library
B. Discuss the boy's will to live.
C. Discuss hope and survival.
D. Make a collage of human emotion.
E. Write an autobiography or a biography of a friend.

PROCEDURES

1. Vocabulary may be taken from context of literature assignments or from Vocabulary Workshop 10.

2. Spelling - mechanical errors and words misspelled in compositions will be recorded in a writing log by students and will be periodically covered in class.

Reading Skills from Improving Reading in Every Class

3. Comprehension - emphasis on applied and interpretive levels, pp. 89-189.

4. Reading rate - adjust to material to be used, pp. 187-230.

5. Increase of overall speed of reading.

6. Techniques for approaching reading, comprehending various literary genres to be covered.

7. Technique for surveying a book, pp. 129-150.

607 EXPLORING LITERATURE (4, 5)

COURSE DESCRIPTION

The purpose of this course is to create an interest in literature and to give students experience in reading and understanding the various areas of poetry, short stories, classical and contemporary novel, biography, and modern and Shakespearean plays. There will be class discussions, written compositions, and vocabulary building based on these readings.

OBJECTIVES

The student will:

1. analyze poetry.
2. recognize techniques of short story.
3. examine a classical and a modern novel.
4. read a biography.
5. read a modern play.
6. study one Shakespearean play.
7. recognize the value of context clues in vocabulary building.
8. gain more experience in writing.
9. gain experience in oral expression, class discussion and individual reports.

MATERIALS

Text: Harbrace Vocabulary Workshop

Suggested Readings:

- Three Narrative Poems
- Idylls of the King
- Short Stories for Our Times
- A Tale of Two Cities
- The Pearl
- The Moon Is Down
- Macbeth
- Julius Caesar
- Silas Marner
- A Bell for Adano
- On the Beach
- The King's Henchman
- The Lively Lady
- Literature of Mystery (Arsenic and Old Lace, Rebecca)

Audio-Visual Aids:

Recording of Ancient Mariner or Sohrab and Rustum
Filmstrips on King Arthur

Filmstrips on Tale of Two Cities
Movie - Macbeth
Filmstrips on the Elizabethan Theater

OUTLINE

The books mentioned in this outline are suggested. Others from the suggested list may be substituted as long as they are appropriate for the category outlined.

I. Poetry

a. Read The Ancient Mariner or Sohrab and Rustum.
b. Listen to recording of the poem being studied.
c. Show filmstrip on King Arthur.
d. Read portions of The Idylls of the King.
e. Discuss the theme of The Idylls of the King.
f. Write a composition characterizing one of the Knights of the Round Table as a real person.
g. Learn to recognize figures of speech and poetric imagery.
h. Prepare exercises devoted to figurative language in Vocabulary Workshop.

II. Biography and Short Story

a. Choose a biography from the library and report on it orally.
b. Read selected short stories.
c. Each student read and present orally one short story not assigned to the class.
d. Students write a short story.

III. Classical - Historical Novel

a. Read A Tale of Two Cities.
b. Work on teacher-prepared vocabulary sheets.
c. Discuss Dickens as an humanitarian and a sentimentalist.
d. Write one composition characterizing Carton in England and another in France.
e. Show film on French Revolution.

IV. Modern Novel

a. Read The Moon is Down or The Pearl.
b. Discuss the characterization, plot, and symbolism.
c. Write a short epilogue to either book.

V. Shakespearean Play

a. Read Macbeth critically.
b. Discuss plot and character development.
c. Show Macbeth movie.
d. Write on character strengths and weaknesses in Macbeth.
e. Show filmstrip on Elizabethan Theater.

VI. Modern Play

a. Read aloud Emperor Jones.

PROCEDURES

Text: Improving Reading In Every Class

1. Continue vocabulary development.
2. Improve comprehension - emphasize applied and interpretive levels, pp. 89-189.
3. Vary reading rates, adjusting to material to be used, pp. 187-203.
4. Increase overall speed of reading, pp. 187-189.
5. Survey techniques for approaching reading, comprehending various literary genres to be covered, p. 203.
6. Study techniques for surveying a book, pp. 129-150.
7. Discuss theme, mood, tone, use of setting, plot conflicts and characterization as presented in each work.
8. Paraphrase certain philosophical passages as they appear in assigned work.
9. View films dealing with moral issues as they become available. Discuss and make certain moral judgments.
10. Continue memorization of Greek and Latin roots. A recommended procedure is to have students responsible for two or three a day.

610 AMERICAN LITERATURE (4, 5)

COURSE DESCRIPTION

This course will familiarize the student with the major works of American literature from the Colonial Period to the Twentieth Century. The student will study the significant contributions of writers viewed not only against the historical background of their time but also in terms of other works which deal with the same ideas: freedom, self-reliance, individualism, romanticism, disillusionment and hope. The class will read and analyze the prose and poetry of such powerful spokesmen as Hawthorne, Emerson, Thoreau, Whitman, Twain, Steinbeck, and Baldwin.

OBJECTIVES

The student will:

1. become aware of his literary heritage and develop a further appreciation for the culture of which he is a part.
2. study American literature as it reflects its historical period and the major philosophical movements of the era.
3. evaluate the important aspects of American character as revealed in literature.
4. develop a concern for what the author has to say and how he says it.
5. improve his ability to analyze literature and communicate his impressions effectively and correctly.
6. discuss freely and arrive independently at his own conclusions.

OUTLINE

Week I - The American Dream

1620	Mayflower Compact	Bradford
1776	Declaration of Independence	Jefferson
1961	Inaugural Address	Kennedy
1962	Nobel Prize Speech	Faulkner
1963	Message to the Grass Roots	Malcolm X
1967	I Have A Dream	King

There are many facets to the American Dream. How does each "dream" change its emphasis and still restate recurring ideas? Can the American Dream come true?

Week II - A New Country

"The land was ours before we were the land's." -- Robert Frost

The early settlers recorded their experiences, their reactions, and their hopes.

Areas of Settlement and Their Literature

Virginia - Byrd
Jamestown - Smith
Plymouth - Bradford

How did our ancestors accept the challenge of the new frontier?

Weeks III - V - The Puritan Attitude

Pious and rigid idealists were determined to establish God's kingdom in the wilderness.

Roger Williams
Edward Taylor
Jonathan Edwards
Ann Bradstreet
Cotton Mather

The Crucible - Miller
The Scarlet Letter - Hawthorne
Young Goodman Brown - Hawthorne
Poems by Robinson and Lowell

What were the Puritan's religious beliefs? Why are the Puritans so criticized and yet so vital a force in American literature? What characteristics of the Pilgrims have come to be considered typical of modern Americans?

Cotton Mather reflects the Puritan concern with witchcraft and Satan; Ann Bradstreet humanizes the Puritan; Jonathan Edwards exemplifies the stern mien, pessimistic outlook, and the disciplined life demanded by the harsh doctrine of the Puritan society.

Week VI - The Independent Spirit

Political Writers of the Revolution

Franklin
Henry
Jefferson
Paine

Even at the beginning there was a conflict between ideals and realities. What were the major problems of the new nation? Is the pen "mightier than the sword"?

Week VII - 19th Century Romanticism

Early Men of Letters

Irving
Cooper
Bryant
Poe
Hawthorne
Melville

This period marks the beginning of a national literature. What are the ways in which these writers exemplify the Romantic Movement?

Weeks VIII - X - American Rennaissance

Idealism Transcendentalism Individualism

A. A Different Drummer

Emerson
Crane
Thoreau
Whitman
Dickinson
Vonnegut

What obligations and dangers accompany individualism? Does individualism ever become selfishness?

The Protestant religion of the early settlers stressed the principle that each human being is directly responsible to God for his own behavior and his own salvation. Thus, individualism is a dominant characteristic of the early American. The individual's responsibility to himself extended to his responsibility for society and government.

B. New England Brahmins

Longfellow)
Holmes) The Cambridge Poets
Lowell)

Weeks XI - XIII - Realism

The dreams of Americans did not always match the reality of their lives. The realistic writer records the details of ordinary life as it is actually lived.

The Advancing Frontier
Dana
Parkman
Rolvaag
James
Twain, Huckleberry Finn

Week XIV - War Between the States

Webster
Lincoln
Lee
Crane, Red Badge of Courage

Week XV - Local Color

Harte
Twain
Jewett
Garland
Crane
Cather, Willa
Wharton, Edith - Ethan Frome

After the war there was a decided interest in literature of particular areas or "local color."

Weeks XVI - XVIII

Poetry	Modern Drama	Modern Novel
Robert Frost	*Our Town*	(If time permits)
Edgar Lee Masters		
Elinor Wylie		
Carl Sandburg		
Edna St. Vincent Millay		

What are the characteristics implied in the term *modern*? How differently do modern writers treat subject matter? How are techniques and language different?

611 MAN IN SOCIETY (4, 5)

COURSE DESCRIPTION

This course will focus on the social and moral problems facing the individual and mankind today. From selected readings in American literature, the student will develop a greater awareness and understanding of problems of personal identity, social concern, and conflicting values rising from man's relentless search for the "American Dream" in yesterday's, today's, and tomorrow's world. Special emphasis will be placed on recurring or parallel themes. The course will include such authors as Carson McCullers, Thornton Wilder, Arthur Miller, Scott Fitzgerald, John Steinbeck, Gordon Parks, and Ernest Hemingway.

OBJECTIVES

The student will:

1. increase his enjoyment, understanding, and appreciation of literature.
2. evaluate the forces affecting man's behavior.
3. recognize the worth and dignity of the individual in society.
4. recognize the universality of human experience.
5. present and defend his point of view and consider possible solutions to problems in today's society.
6. improve his ability to analyze literature and to communicate his ideas effectively and correctly.

OUTLINE OF SUGGESTED READING

I. THEME: Man's need to belong - alienation

A. Materials:
   - A Separate Peace
   - Of Mice and Men
   - Ethan Frome
   - Heart is a Lonely Hunter
   - Bridge of San Luis Rey

B. Related Reading:
   - Beyond the Horizon
   - My Shadow Ran Fast
   - Poems of Edward A. Robinson
   - Spoon River Anthology

C. Filmstrips:
   - "Search for Self Love"
   - "Themes in Literature"
   - "Developing Values"
   - "Reflection of Myself - Adolescent Experience"

D. Related Activity: Role Playing

II. THEME: Social Protest - Man's inhumanity to man - standing up for one's beliefs

A. Materials: The Ox-Bow Incident
Grapes of Wrath

B. Related Reading:
The Learning Tree
Invisible Man
Manchild in Promised Land
Go Tell It On the Mountain
The Jungle
Death at an Early Age
Intruder in the Dust

C. Filmstrips:
"Odyssey of Richard Wright"
"Steinbeck's World"
"Grapes of Wrath and the 1930's"
"Understanding Prejudice"
"Themes in Literature: Courage"

D. Related Activity: Outside speakers

III. THEME: Search for the "American Dream"

A. Materials: The Great Gatsby
The Glass Menagerie
All My Sons
American Dream in Literature

B. Related Reading: The Assistant
Five Smooth Stones
Death of a Salesman

C. Related Activity: Individual reports

IV. THEME: Man's survival in our changing world - Man's need to adjust to rapid change

A. Materials: Alas, Babylon
Future Shock

B. Related Reading: Seven Days in May
Walden II
Failsafe
Farenheit 451

C. Filmstrips: "Hiroshima and Nagasaki"
"Redesigning Man"(Use with Future Shock)

D. Related Activity: Panel discussion

Note: Modern American Poetry is available for use throughout the course.

612 FRONTIERS IN AMERICAN LITERATURE (2, 3)

COURSE DESCRIPTION

This full semester course is designed to acquaint the student with the literature of America, beginning with the settlement of the West and continuing through the period of the Depression. These writings, by numerous authors, will be presented in such a way that the student will be able to associate the literature with the events and people studied in American history. Emphasis on the short story will be combined with the study of other types of literature including: lyric poetry, the essay, drama and non-fiction writings of the early West.

OBJECTIVES

The student will:

1. relate his knowledge of American history events found in the literature of the periods studied.
2. acquire an understanding of and an appreciation for the figurative and literal meanings of the narrative.
3. develop the ability to discuss literature in terms of: plot, climax, theme, realism, characterization and author's style.
4. improve his ability to evaluate the character and personality of individuals studied.
5. acquire an awareness of his own heritage and an appreciation for the early American frontier.
6. develop a confidence in his ability for discussion within a peer group.
7. improve his vocabulary and his writing ability.

OUTLINE

I. Time: Six Weeks

Text: Heroes of the American West. Martha R. Pappas - Charles Scribner's Sons

Topics:

A. An introduction to the history of nineteenth-century West.

B. A study of the realistic accounts of frontiersman to recognize the challenges met by pioneers.
   1. Trappers and Traders

2. Emigrants and Settlers
3. Miners
4. Outlaws and Lawmen
5. Cattlemen, Boomers, Sooners

II. Time: Six Weeks

Text: America, The Melting Pot. Patricia Mintz - Charles Scribner's Sons

Topics:

A. An introduction to the varied ethnic groups which contributed to the growth of this country.

B. A study of the way in which literature reflects a period of life in America - basically, the short story, essays and speeches.
   1. That Promised Land
   2. My Brother's Keeper
   3. The Path of the Soul

III. Time: Six Weeks

Text: The Bitter Years. Max Bogart - Charles Scribner's Sons

A. An introduction to the American scene of the Depression years.

B. A study of poetry, drama, short story and essays as literary forms.

ACTIVITIES

Students will:

1. keep notebooks on all material read and discussed.
2. participate in class discussions.
3. have weekly tests on reading selections.
4. have periodic tests on material prepared outside the classroom but not discussed or explained in class.
5. view related films selected by the teacher. Suggested: "The Great Immigration," "The Early West," "The Great Crash" - all available from Prime.
6. keep a vocabulary list taken from the readings - periodic testing on this list.

OUTSIDE ASSIGNMENTS

I. Heroes of the American West

A. Student's choice from "Composition Suggestions" or "Related Research" found at the end of each one of the five sections. One assignment will be due from each of the five.

B. Alternate: Read a novel or biography from this same period and submit a written report.

II. America, the Melting Pot

A. Report on one's own heritage - the actual tracing of one's family tree. Guideline booklet will be supplied by teacher.

B. Alternate: Read and report on the biography of an immigrant who became a success in America.

III. The Bitter Years

A. Use one of the themes of the class text as a basis for composition.

B. Alternate: Submit a report on a novel such as The Grapes of Wrath.

613 YOUTH IN CONFLICT IN AMERICAN LITERATURE (1 - 3)

COURSE DESCRIPTION

This course is designed to explore through American Literature some of the conflicts faced by youth. Although there will be some readings concerned with yesterday's youth and tomorrow's youth, the emphasis will be placed on conflicts faced by today's youth. For example, many books have been written that deal with the struggle between young people and adults. Several readings will be selected in this area. Students will be expected to read books assigned by the instructor, but there will be several opportunities for students to make their own choices.

OBJECTIVES

The student will:

1. learn of the variety of books in the bookstores and libraries which present young people as the main characters.
2. read high interest literature that stimulates enjoyment in reading.
3. explore the universal conflicts of Man vs. Man and Man vs. Himself that are found in American Literature.
4. see that literature offers many conflicts that can be related to our own experiences.
5. examine problems of young people from several different time periods of our American history.
6. compare the experiences of these young people to the experiences of young people today and the student himself.
7. present through discussion his own point of view concerning the conflicts being studied.
8. express his views through assigned compositions or student initiated projects.
9. study some of the writing techniques used by the author.
10. study local color (speech, dress, customs and habits of the character in the books).

OUTLINE

I. A Day No Pigs Would Die

Projects:

Vermont - Maps, History, Industry, People (Ethan Allen, Abner Doubleday, Calvin Coolidge, etc.) 470

Shakers - Paper concerning a specific part of the Shaker culture: furniture, law, history, etc.

Posters - A poster that would be your jacket for the book. A poster depicting what you feel represents the book. (Check book jackets in bookstore to get ideas of how this is done. Pick out interesting jackets from your own books and show them to students.)

Activities:

1. Film "Robert Frost"
2. Film concerning Shakers - Literature from Shaker Village - slides of Shaker Village.
3. Slides of Vermont
4. Films "Occurrence At Owl Creek Bridge"
   "Dr. Heideggar's Experiment"
5. Several poems dealing with death -
   "Death Be Not Proud" - John Donne;
   "The Man He Killed" - Thomas Hardy;
   "Resume" - Dorothy Parker
6. Composition - First person accounts of the condemned man in film, "Occurrence At Owl Creek Bridge."

Question Sheet:

1. Which part did you enjoy most and why?
2. Discuss examples of local color, descriptive writing.
3. Write a humorous composition or a descriptive composition.
4. What are some of the themes of this book?

II. Bless the Beasts and the Children

Activities:

1. Pass out question sheets that students can work on as they are reading the book.
2. Study the themes and conflicts of the book.
   a. man vs. nature
   b. man vs. man (youth vs. adult; youth vs. youth)
   c. title
   d. similarities between camp and school
3. Filmstrips concerning man and his destruction of species of animals.
4. Local color; descriptive writing

Projects:

1. Composition - My experience at camp
   Cruelty to animals
   Cruelty of Youth; Cruelty of Adults
   Times I have shown violence
   Any other topic relevant to the book

2. Collage depicting the book and its themes
3. Book Jacket Poster
4. Figurative Language; poem and picture

Activities:

1. Films - "The Lottery"
   "Eye of the Storm"
2. Composition - creating a mood of the outcast.
   Use slides and photographs

III. Blowfish Live In The Sea

Activities:

1. Study details to create mood. Use chapters 3 and 4 as basics for discussion.
2. Film - "My Old Man"
3. Filmstrips - "Can A Parent Be Human?"
   "Ivan and His Father"
   "I Owe You Nothing"
   The above can be used to promote discussion and composition concerning the Parent/Child Conflict. They also lend themselves very well to role playing.
4. Composition - Writing Description and Dialogue - Use the slides from Eye Openers, and passages from Blowfish Live in the Sea.

Projects

These may be done for extra credit. Each student at this point has an idea of different projects that may be completed.

IV. No Promises In The Wind

Activities:

1. Filmstrips - "The Other America"
   "Rural Maine"
   "The Great Depression"
   Use the above to bring the idea of hard times closer to home.
2. Film - "Edgar Allan Poe"
3. Poem -"Annabelle Lee"
4. Literary Cavalcade - "First Love"

The above were used to develop the theme of love that was contained in No Promises In The Wind.

Projects:

1. Report on the Depression.
2. Art project concerning the Depression.
3. First person journal entry by one person other than Josh, one page.

4. Poem concerning a part of the book. For example, a descriptive poem of one scene from the book.
5. Oral report concerning time period or content of the book.

V. Ten Short Stories

A. "Flowers for Algernon"

Activities:

1. Plot
2. Point of View
3. Apply the above to the short story.

B. "So Much Unfairness of Things"

Activities:

1. Plot
2. Point of View
3. Character
4. Apply the above to the short story.

C. "Backward Boy," "Denton's Daughter," "Hoods I Have Known"

Activities:

1. Plot
2. Point of View
3. Character
4. Apply the above to the short stories.

D. "Planet of Condemned" and "Test"

Activities:

1. Plot
2. Point of View
3. Character
4. Apply the above to the short stories.

NOTE: Students also read at least one novel of their own choice on the theme of Youth in Conflict.

614 LITERATURE OF AMERICAN MINORITIES (2 - 4)

COURSE DESCRIPTION

The most obvious reason for teaching minority literature is to provide the student with a more complete and balanced view of American literature and history. This course is designed to explore writings by and about members of American minorities including Blacks, Indians, Chicanos, and Jews. The class will consider stereotyping and other problems that individual minority members must face.

OBJECTIVES

The student will:

1. increase his sensitivity to members of minority groups by gaining an awareness of obstacles those living in a subculture must overcome.
2. recognize his own stereotyping and see how this belittling practice springs from ignorance.
3. become aware of the formative role that cultural heritage plays in acquiring values.
4. recognize and appreciate the ways in which heritage affects literary forms.
5. recognize that Black literature should not be taught as propaganda but for its historical and literary excellence.

OUTLINE

A. Text: Afro-American Authors

Time: 6 - 8 weeks

Written Activities:

1. Written composition on Claude McKay's "If We Must Die."
2. Written composition on Richard Wright's "The Man Who Went to Chicago."
3. A written character sketch on Sterling Brow's "Southern Cop."

Oral Activities:

1. An oral report on one of the more contemporary authors, such as Cleaver, King or Baldwin.

Outside Reading Activities:

1. Student may choose among the following texts:
   Ossie by Guffy
   Nigger by Gregory
   Daddy Was a Number One Runner by Meriweather
   Two in a Back Room by Chisolm

B. Text: Asian - American Authors

Time: 4 - 6 weeks

Written Activities:

1. Follow primarily the same format as outlined for Afro-American authors.
2. Daily discussion questions at the end of each selection written out and brought to class for discussion.

Oral Activities:

1. An oral report based on one of the readings in the anthology.
2. Daily class participation.
3. Periodically breaking classes down into discussion groups, five to six students to a group.

C. Text: Indian - American Authors

Time: 4 - 6 weeks

Written Activities:

1. Composition exercises taken from the Multi-Ethnic Literature text that acts as an instructor's guide for the three anthologies.
2. A weekly essay test based on weekly readings and class discussion.
3. Daily discussion questions written out at the end of each selection.

Oral Activities:

1. Daily class participation.
2. Group discussions.
3. One oral report based on a particular reading in the anthology.

PROCEDURES

1. Class discussion groups formed to exchange ideas as well as to analyze different authors' writing styles and concepts.

2. Weekly vocabulary list issued to students based on the literary terms used in the various texts.

3. Filmstrips and movies from Prime Resource Center and from our audio visual room.

4. One oral report for each anthology.

5. Bi-weekly compositions done as outside assignments for research, analysis, and learning to take a stand on argumentative issues.

6. Additional readings of the following books:
   Nigger
   Ossie
   Daddy Was a Number One Runner
   Two In a Back Room
   The Chosen

   The student has a choice of any one of the five mentioned.

7. Whenever possible use outside speakers.

620 WRITING WORKSHOP (1, 2)

COURSE DESCRIPTION

Basic writing skills (the clear sentence, the coherent paragraph) will be stressed in this course. Emphasis will be on vocational and technical writing: forms, résumés, career oriented reports, vocabulary of various occupations, business letters, summaries, and outlines. This course is recommended for vocational students. Daily short writings will be required, some of which will provide opportunities for expression of the student's personal interests and opinions.

OBJECTIVES

The student will:

1. develop a writing voice.
2. understand that spelling, punctuation, and correct usage are aids to clear communication.
3. learn to critically analyze and rewrite his work.
4. learn to support generalizations and/or opinions with specific details.
5. understand that all writing has a point to it.
6. learn that all good writing has a beginning, a middle, and an end.

MATERIALS

Composition Through Literature
What Does It All Mean?
English Workshop - Grade 11
Scope/Reading 4

OUTLINE

I. Topic: Journal

A. Students will write in a journal in class every day. Journals will be checked but not graded. Suggestions for entries are listed under PROCEDURES.

II. Topic: Writing Assignments

A. Career writing skills

1. Job applications
2. Résumé/personal data sheets
3. Business letters
4. Career oriented reports

B. What Does It All Mean?

1. Do one unit each week. Each unit has a specific focus (writing for a specific audience, selection of details, satire).

III. Topic: Career Search

A. All students will do a career research paper. They will search for materials on a particular career in the Resource Center. They will make an oral and written presentation of their findings.

B. Students will fill out an application form appropriate to their career selection. They will also write a business letter answering an ad for a job in their career field. They will submit a résumé with this letter.

PROCEDURES

1. Suggested class schedule:

Monday - Prewrite activities. Use films, selections from Scope, or discuss ideas from a unit in What Does It All Mean? Focus is on generating ideas.

Tuesday - Writing assignment in class.

Wednesday - Evaluation. Use small groups to discuss individual papers; show selected papers on overhead projector; individual conferences with the instructor. Stress publication and sharing of student writing.

Thursday - Skill Work. Use handbook in Composition Through Literature and exercises in English Workshop; work on vocabulary, spelling and punctuation.

Friday - Revision and Rewriting. Students should consider the following questions:

a. What is unnecessary?
b. Is it true, sincere?
c. Does it say exactly what I want to say?
d. Is there a main point?
e. What about mechanics?

2. Rationale for course.

"The trouble with bad student writing is the trouble with all bad writing. It is not serious, and it does not tell the truth."

This course treats individual writing problems. The instructor will adapt class activities to meet the needs of the students. The rationale for this course is that ideas must precede writing. Students should not write "writing." The instructor will devote much time to prewriting activities.

3. Each student has a writing folder.

4. Grades are based on final products, not on drafts.

5. Suggestions for journal entries:

   Why do we laugh?

   What is sick humor? Examples?

   What is improper humor?

   Write a response to a song, movie, book.

   React to a word: war, peace, love, truth, fear, loneliness.

   Can man survive? Can he prevail?

   Life on other planets?

   Problems our society has not solved.

   What kind of future do you want?

   What does it mean to be mature, wise, happy, gifted, cruel?

   Who are your favorite people?

   Your strengths, weaknesses?

   What terrifies you?

   Why do we have myths?

   What are your favorite myths?

   A subject about which you hold a strong opinion.

   Closely observe an object. Describe its essential qualities.

   What is beautiful? Ugly?

   What surprises, fascinates you?

6. Problems with mechanics and usage should be dealt with on an individual basis except when the entire class is having difficulty with a particular skill.

621 COMPOSITION (3 - 5)

COURSE DESCRIPTION

This course is for students who want to improve their writing skills. The course will focus on expository writing and will include instruction in how to write the analytical essay and the research paper. Major goals are for each student to find a writing voice and develop a clear, concise prose style. Students will work in small groups and time will be provided for frequent individual conferences with the instructor. In addition to frequent writing activities, students will read, discuss, and analyze short stories and poems. These stories and poems will serve as sources of ideas for student writing and as models of good writing. Students who plan to attend college should elect this course. If possible, they should do so in their junior year.

OBJECTIVES

The student will:

1. develop a clear, direct prose style.
2. learn that good writing has a point to it.
3. develop the art of revision and rewriting.
4. use details to support generalizations.
5. use transitional devices.
6. learn the mechanics of writing the research paper.

MATERIALS

Advanced Composition: A Book of Models for Writing - Warriner, et al.
American Composition and Rhetoric - Davidson
Contemporary Composition - Peterson
Developing Writing Skills - West
Fundamentals of the Research Paper - Leahy
Guide to Modern English - Corbin and Smith
The Lively Art of Writing - Payne
Writing: Unit-Lessons in Composition - Brown, et al.

OUTLINE

I. The writing process: prewrite, write, and rewrite

   A. Introduce students to the idea that writing is a process. Emphasize the value of thinking/brainstorming before writing.

   B. Teach students to narrow down their topics. (Write more and more about less and less.)

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C. Stress the value of close observation. The good writer is the perceptive and sensitive observer.

D. Show examples of professional writers' revisions. Explain that professional writers often write many versions of their work.

E. Make sure that all students know basic outlining skills.

II. The paragraph

A. Review the basic elements of the paragraph. Stress the topic sentence.

B. Insist on the use of concrete and specific details.

C. Underline the necessity for unity and coherence.

D. Do exercises on diction. Show how diction affects tone.

E. Show various ways to end a paragraph.

III. The essay

A. Introduce students to the various types of essays: expository, personal, and critical.

B. Explain the use of a thesis statement or controlling idea.

C. Show various transitional devices.

D. Teach the techniques of answering essay questions.

IV. The research paper

A. Lead students step by step through the writing of a research paper.

B. Thoroughly discuss the use of sources. Explain that a source must receive credit for his ideas as well as his words.

C. Stress the technical aspects, especially footnoting and bibliography.

V. The journal

A. Each student will keep a journal and make weekly entries.

B. This journal will be read by the instructor but not corrected.

PROCEDURES

1. Each student has a writing folder in which he keeps all his work.

2. Students' work is published whenever possible; via reading aloud, ditto masters, overhead slides.

3. Students must learn to criticize their own writing. Students will work in small groups and will also have frequent individual conferences with the instructor. The class is essentially a workshop.

4. Each assignment has a definite focus, e.g. use of concrete details or transitional devices.

5. Final products, not drafts, will be graded.

6. The instructor should devote much time to prewrite activities. Students write well only when they care about or are interested in their subjects. Whenever possible students should be encouraged to produce their own subjects.

7. Teachers should set up an individualized program to deal with mechanical and usage errors. We have available both Individualized English and the Plain English Handbook.

8. Teachers who have taught this course have found the assignments and projects in End-of-Year Examinations in English for College Bound Students Grades 9-12 and 12,000 English Students and Their Teachers to be particularly helpful.

9. A portion of class time should be devoted to vocabulary development.

622 CREATIVE WRITING (4, 5)

COURSE DESCRIPTION

This course is designed for the serious student writer. Students who want to write prose and poetry and who are willing to subject their work to the teacher and the class for evaluation should elect this course. Deadlines are critical and standards will be enforced. Regular attendance is mandatory since many assignments do not lend themselves to "make-up." There will be daily writing experiences. Students will share their work with their classmates and will have frequent conferences with the instructor.

OBJECTIVES

The student will:

1. observe critically and perceptively.
2. learn the process of prewrite, write, and rewrite.
3. experience the high moments and low moments of writing. "You can't write only when the mood moves you. You must force yourself to write every day."
4. write each day without too much threat of criticism.
5. gain more confidence in his writing by observing the writing of his peers.
6. become aware of his own style at this period of time.
7. appreciate the permanence of his writing - value of something permanent in a disposable world.
8. appreciate the personal value of a journal.
9. through research, become acquainted with a professional writer.

COURSE CONTENT

Materials

1. Eye Openers: A Program in Writing/Awareness
2. Films
3. Filmstrips
4. Slides
5. Photographs
6. Paintings
7. Records
8. Overhead transparencies
9. Tape recordings

Projects - will count as thirty-five percent of course grade

1. Anthology of poetry, essays, short stories, plays or combinations
2. Journal
3. Individual choice approved by teacher
4. Research paper covering any writer of the student's choice

OUTLINE

Weeks 1 - 10

1. Study of the narrative and descriptive paragraph in addition to the writing of dialogue.

2. Study of short stories written for magazines in preparation for the writing of two short short stories by the student. (1000-2000 words)

3. The composition of a short short story followed by classroom reading and evaluation.

4. Preparation and mailing of manuscript to a selected magazine editor.

Weeks 11 - 16

1. Films - "The Essence of Being Human," "Robert Frost," "Edgar Allen Poe," "Autumn Frost Country," "The Crowd"

2. Filmstrips - "Stopping By the Woods of Mr. Frost," "How a Poem is Made," "The Poetry of a Nation," "The Private World of Emily Dickinson," "That Strange Mr. Poe," "The Red Balloon," "Glass," "The Romantic Period," "Reflections of Myself," "Leaf," "Pompeii - Once There Was A City," "00193," "Of Holes and Corks"

3. Structured poetry - review meter and rhyme

4. Free verse - show students different types of free verse by various authors. Emphasize imagery, figures of speech, and symbolism.

5. Poetry booklet to be composed for a particular person.

6. For publication in class - frequent selections of poems written by the students.

Weeks 17 - 19

A booklet of students' writings will be prepared by the class. They will select what is to be included in the booklet and construct the booklet themselves.

PROCEDURES

1. Each student will have a writing folder containing his work.

2. Individual conferences will be scheduled whenever possible.

3. The classroom will be a laboratory. Students should be writing in class.

4. Out-of-class writing will be devoted to the completion of the research paper and the project.

5. Students will be required to adhere to deadlines.

6. Students' works will be entered in contests whenever possible.

7. Some class time will be spent reading and analyzing both professional and student writing. A flexible model of analysis will be constructed for the class. An example might be:

   A. Vocabulary
      1. What are the words?
      2. Did the author choose his words wisely?

   B. Sentence Structure
      Note:
      1. variety and length of sentences
      2. patterns
      3. use of transitional devices
      4. sentence conciseness
      5. placement of modifiers

   C. Tone
      1. What is the tone? How did the author achieve it?
      2. What is the relationship between tone and diction?

623 FILM STUDY AND PRODUCTION (1 - 3)

COURSE DESCRIPTION

In this course students will learn the techniques of film-making. They will view and discuss films, read and write reviews. The course is intended to develop discriminating viewers. As a major project students will write a script, shoot and edit their own film.

OBJECTIVES

The student will:

1. recognize the importance of film and understand it as a medium of communication.
2. evaluate a film logically and objectively.
3. understand the process of film production.
4. identify both the technical and dramatic elements of given films.
5. present both written and oral evaluations of films.
6. learn to edit films.
7. make a super-8 film.
8. learn to identify the step by step processes of super-8 production.

OUTLINE

I. Time: Week 1

Topic: Introduction to Film

A. Films to be viewed:
   1. "Photography - How It Works" - Kodak
   2. "Basic Film Terms" - UNH

B. Learn basic film terms.

II. Time: Week 2

Topic: Film Techniques and Appreciation

A. Films to be viewed:
   1. "Basic Movie Making" - Kodak
   2. "Movies Move People" - Kodak
   3. "The Story Behind Film" - Kodak
   4. "A" - UNH
   5. "Omega" - UNH
   6. "Time Out of War" - UNH

B. Discuss techniques used.

III. Time: Week 3

Topic: Creating Moods

A. Films to be used:
   1. "Moods of Surfing" - PRIME
   2. "Turned On" - PRIME
   3. "Leaf" - PRIME
   4. Miscellaneous films from PRIME
   5. "Worth How Many Words" - Kodak
   6. "How Winning Teenage Movies Are Made" - Kodak

B. Discuss techniques used.

C. How does one create moods?

IV. Time: Week 4

Topic: Great Themes in Literature

A. Films to be used:
   1. "The Lottery" - PRIME
   2. "The Secret Sharer" - PRIME
   3. "Conscience in Conflict" - UMO
   4. "Authority and Rebellion" - UMO

B. Evaluate films.

C. Discuss common themes found in films.

D. Relate films to books students have read.

V. Time: Week 5

Topic: Documentaries

A. Films to be used:
   1. "Gate 73" - PRIME
   2. "End of One" - PRIME
   3. "Sheep, Sheep, Sheep" - PRIME
   4. "Glass" - PRIME
   5. "Nanook of the North" - PRIME

B. Evaluate films.

C. How does a documentary differ from other types of film?

VI. Time: Week 6

Topic: Film As Art

A. Films to be used:
   1. "The Art of the Impossible" - UMO
   2. "Pas de Deux" - PRIME
   3. "Dream of Wild Horses"- PRIME
   4. "The Interview" - UMO
   5. "Autumn (Frost Country)" - PRIME
   6. "Bolero" - PRIME

B. Discuss films.

VII. Time: Week 7

Topic: Man's Inhumanity to Man

A. Films to be used:
   1. "An Occurrence at Owl Creek Bridge" - PRIME
   2. "Chickamanga" - PRIME
   3. "The Lady or the Tiger" - PRIME
   4. "Mockingbird" - UNH
   5. "The Hand" - UNH

B. Evaluate films according to techniques used.

C. Discuss lessons to be learned.

VIII. Time: Weeks 8 and 9

Topic: Values

A. Films to be used:
   1. "When Parents Grow Old" - UMO
   2. "Trouble With the Law" - UMO
   3. "Clown" - PRIME
   4. "My Country Right or Wrong" - UMO
   5. "The Wall" - PRIME
   6. "Red Balloon" - PRIME
   7. "Number 00173" - PRIME
   8. "Toys" - UNH
   9. "Eye of the Storm" - PRIME
   10. "Foxfire" - PRIME

B. Evaluate films.

IX. Time: Week 10

Topic: Vocational Information

A. Films to be used:
   1. "Decisions, Decisions" (Career Resource)
   2. "Women in the World of Work" - PRIME
   3. "It's Up to You" - PRIME
   4. "Brand Names and Labeling Games" - PRIME
   5. "Chemical Feast" - PRIME

6. "What Shall I Be" - PRIME
7. "Your Job Applying For It" - PRIME
8. Miscellaneous films from PRIME

B. Discuss films.

X. Time: Week 11

Topic: Social Comment/Human Relations

A. Films to be used:
1. "The Doodle Film" - UMO
2. "Man From Aran" - PRIME
3. "Geronimo Jones" - UMO

B. Discuss films.

XI. Time: Weeks 12 and 13

Topic: Animation

A. Films to be used:
1. "Hew Hop" - PRIME
2. "Collage" - PRIME
3. "Clay" - PRIME
4. "Masque of Red Death" - PRIME
5. "The Great Toy Robbery" - UNH
6. "Hangman" - PRIME
7. "Blaze Glory" - Pyramid Films - $15.00
8. "String Bean" - PRIME

B. Discuss films.

C. What purpose does animation serve?

D. Discuss types of animation.

E. Review use of camera, lighting, and filming.

F. Discuss how to make an animated film.

XII. Time: Weeks 14, 15, and 16

Topic: Make An Animated Film

XIII. Time: Week 17

Topic: Work with Film

A. Films to be used:
1. "How to Make a Movie Without a Camera" - UNH
2. "Sparrow" - PRIME
3. Terry Sotiriou's films

B. Discuss techniques used.

C. Paint, draw, and scratch on film.

D. Edit films.

E. Pick sound tracks for films.

F. Edit animated films.

G. Assign Exploring the Film - Chapter 14 (pp. 165-177)

XIV. Time: Week 18

Topic: Film Festival and Evaluation

A. Films to be used:
   1. Students' animated films.
   2. Students' painted films.
   3. Homemade movies.
   4. Films from PRIME

B. Discuss and evaluate films.

C. Discuss current trends in film making.

D. Discuss current films.

E. Review techniques learned during the course.

F. Get student reactions.

G. Discuss television films.

TEXT: Exploring the Film, Kuhns and Stanley

625 FUNDAMENTALS OF BUSINESS ENGLISH (1 - 3)

COURSE DESCRIPTION

This course covers the basic technical skills needed for competent business communications -- spelling, punctuation, functional grammar, capitalization, sentence sense, clarity and style -- along with extensive work on business-related vocabularies. Class procedure will include proofreading and writing, small group presentations, lectures, field trips, and guest lectures. This course, or an exemption test, is required before entrance to EFFECTIVE BUSINESS COMMUNICATIONS.

OBJECTIVES

The student will:

1. learn to write clear, concise, complete, courteous, and correct business communications.

2. become familiar with office etiquette, ethics, and common practices.

3. learn business-related vocabularies.

OUTLINE

I. Preparing to build skill in business communications. (5 days)

   A. The power of speaking and writing. Pp. 2-7 in text: Business English In Communication.

   B. The qualities of business communications, pp. 8-15 in text.

   C. Proofreading and proofreader's marks.

   D. Test over sections 1 & 2.

II. Using the language of business communications. (6 weeks)

   A. Nouns -- words that name persons, places and things, pp. 16-27 (6 days)

      1. Kinds of nouns
      2. Capitalizing
      3. Plurals
      4. Possessives
      5. Proofreading for noun errors
      6. Test Section 3 - nouns

   B. Pronouns -- words that take the place of nouns, pp. 28-36 (3 days)

      1. Kinds of pronouns
      2. Person, gender and case of pronouns - agreement
      3. Proofreading

C. Verbs -- words that show action, pp. 37-54 (8 days)

1. Diagnostic Test in Verbs (supplemental exercise)
2. Kinds of verbs
3. Principal parts, voice, and mood
4. Tense of verbs
5. Irregular verbs
6. Spelling of some irregular verbs - the doubling rule
7. Verbals
8. All verbs synthesis and proofreading
9. Test

D. Agreement of nouns, pronouns, and verbs, pp. 55-63 in test (4-5 days)

1. Agreement of subject and predicate
2. Agreement of pronouns and their antecedents
3. Synthesis of agreement and proofreading
4. Test

E. Adjectives and adverbs, words that describe, pp. 64-73 in text (1 week)

1. Comparison of adjectives, absolute adjectives
2. Adverbs - comparison and formation
3. Using adjectives and adverbs correctly

F. Prepositions and conjunctions (1 week)

1. Prepositions required by certain words
2. Conjunctions and conjunctive adverbs
3. Parallel Construction
4. Synthesis, correction and proofreading
5. Quiz

G. Spelling and speech checkup, sections 1-8. (2-3 days)

H. General Review of sections 3-8 (Unit Two in the book) using supplemental exercises followed by a test.

III. Controlling ideas by using punctuation. (3 weeks)

A. The period

B. The question mark and exclamation point

C. Expressing numbers pp. 91-93.

D. Using the comma, pp. 95-104 in text.

E. Using the dash, semicolon, colon, pp. 105-112 in text.

F. Other punctuation marks

   1. Quotation marks
   2. Parenthesis
   3. Ellipses
   4. Virgules
   5. Brackets

G. Order and spacing of punctuation marks

H. Review of all punctuation marks

I. Test

IV. Homonyms and Similar Words (1 1/2 - 2 weeks)

A. Homonyms

B. Similar words

C. Compound words

D. Test on homonyms and similar words or daily quizzes

V. Expressing Ideas correctly, pp. 151-161 in text (2 weeks)

A. Clauses and phrases

   1. Clauses
   2. Phrases
   3. Dangling Elements

B. Writing effective sentences and paragraphs, pp. 161-178 in text.

   1. Unity
   2. Coherence
   3. Emphasis
   4. Paragraphs
   5. Euphony and positive language
   6. Worn-out expression and redundancies
   7. Synthesis and application
   8. Test

VI. Word Division

VII. Comprehensive test of writing and proofing skill covering all material to page 180 in the book. Emphasis is on application of skills learned. (2-3 days review with supplemental sheets)

VIII. Speaking and listening (2 weeks)

A. Your voice and speech, pp. 384-392 in text

   1. Phonation

        - a. Pitch
        - b. Intensity
        - c. Duration
        - d. Quality
    - 2. Articulation
        - a. Vowels
        - b. Consonants
        - c. The letter "r"
        - d. Tongue twisters
    - 3. Record voices and evaluate with speech rating sheet.

B. Learning how to listen, pp. 393-402 in text

- 1. The importance of listening
- 2. Listening to obtain information
- 3. Listening to solve problems
    - a. Defining the problem
    - b. Explore and analyze
    - c. Concluding and evaluation
- 4. Listening to persuade or to dissuade
    - a. How to win an argument
    - b. Skill Builders 39-C
    - c. How to use logic (supplemental)
- 5. Using the "Tele-trainer"

IX. Business Vocabulary (2 weeks). All lists are supplemental.

A. General business and office terminology

B. Insurance terms

C. Credit and banking terms

D. Basic medical terms (roots)

E. Civil Service and business forms

KEY Progress Quiz - exercises in the text, numbered the same as sections.

Activity - Exercises from the workbook which have been thermofaxed and are clearly marked in the files.

Supplemental Exercises - Drills, practices, etc., which have been typed and duplicated and are stored in the file chronologically along with the Activities.

Tests - Tests are stored in the files chronologically by unit.

626 EFFECTIVE BUSINESS COMMUNICATIONS (2 - 4)

COURSE DESCRIPTION

Emphasis in the course is on the "how-to's" of business writing and speech. Important units are: (1) Business Letters (Resumes and Letters of Application, Sales and Promotion Series, Credit and Collection, and Adjustment and Complaint); (2) Speaking, Listening, Telephoning, Interviewing, and Conversation; (3) Ethical responsibilities of the business writer -- both employer and employee.

The course method includes lectures, discussions, field trips, guest speakers, oral reports, group presentations, and a great deal of writing and analysis of writing. Successful completion of FUNDAMENTALS OF BUSINESS ENGLISH (or an adequate grade on the exemption test) is required before taking this course. Also required is typing ability.

OBJECTIVES

The student will:

1. learn to write clear, concise, complete, courteous, and correct business communications.

2. become familiar with office etiquette, ethics, and common practices.

3. learn business-related vocabularies.

OUTLINE

I. Preparing to write business leters, pp. 182-208 in text (1 week)

   A. Parts and styles of letters

   B. The tone of the business letter, pp. 209-218 in text

II. Everyday business letters, pp. 220-228

   A. Personal business letters (4 days)

      1. Invitations
      2. Reservations
      3. Obtaining speakers and congratulations
      4. Quiz

   B. Letters that seek or supply information, pp. 229-237 in text (4 days)

      1. Inquiries and requests
      2. Answering inquiries and requests
      3. Supplemental writing assignment

   C. Letters involved with ordering goods, pp. 238-246 (4 days)

      1. Order letters
      2. Test over sections B and C (pp. 229-246)

D. During on-the-job training, those students in school will go with business classes to the O.P. Room for team teaching of letters and techniques.

III. Sales Letters, pp. 248-272 in text (3 weeks)

- A. Planning and writing the sales letter
  - 1. Planning
    - a. The sales steps
    - b. The right appeal
    - c. Propaganda and sales techniques
    - d. Supplemental exercises
    - e. Skill Builders 24-A. p. 259
  - 2. Writing the sales letter
    - a. Skill Builders 24-B, 24-C, 24-D, 24-E
    - b. Activity 22
    - c. The newspaper
- B. Sales letter systems and methods
  - 1. Sales series
  - 2. Business-Promotion letters
  - 3. Form letters
- C. Test over sales letters

IV. Employment letters, pp. 273-294 (5 weeks). This leads up to and culminates in Senior Career Day.

- A. The letter of application
  - 1. Types of application letters
  - 2. Parts of application letters
  - 3. Planning the letter of application
  - 4. Skill Builders 26-A, p. 286
- B. The Data Sheet
- C. Other Employment Letters
  - 1. Thank you and follow-up letters
  - 2. Accepting or declining a position
  - 3. Letters of resignation
  - 4. Reference letters
- D. The interview and applications
  - 1. Video-tape interviews
  - 2. Supplemental applications

V. Credit and collection letters, pp. 295-319 in text (2 1/2 weeks)

    A. Writing letters about credit

        1. The bases and types of credit
        2. Extending and refusing credit

    B. Collection letters

        1. The collection series
        2. Other collection methods

VI. Adjustment letters, pp. 320-336 (1 1/2 weeks)

    A. Direct vs. persuasive adjustment requests

    B. Handling adjustment letters

VII. Other written communications, pp. 337-361, 370-381 in text (2 weeks)

    A. Memoranda and telegrams

    B. Business reports

    C. Your responsibilities as a business writer

PROCEDURE

A letter will be typed once a week in business class on days when time tests are given. Teachers in the Business Department will grade carbons of these letters for technique.

627 READING WORKSHOP (1, 2)

COURSE DESCRIPTION

Basic reading skills will be emphasized in this course. The course will focus on study skills needed in other subject areas, increasing your reading vocabulary, and reading for pleasure. There will be daily short reading assignments with comprehension checks, as well as outside reading of the students' choice.

OBJECTIVES

The student will:

1. further develop his reading vocabulary.
2. improve his comprehension.
3. become familiar with basic study techniques.
4. learn to critically analyze material.
5. enjoy independent, functional, and recreational reading.

MATERIALS

SRA Reading Lab IIIa
SRA Reading for Understanding
Reading for Meaning
How to Read Your Newspaper
Reading Comprehension Workshop
Learning Words in Context
Reading Skills for Young Adults
Skills in Reading 1 and 2
Tactics in Reading III
The Reading Line
Tactics B in Reading
Portland Press Herald

Suggested teacher source materials:

Teaching Reading to the Untaught by Michael P. O'Donnell
Improving Reading in Every Class by Ellen L. Thomas and H. Alan Robinson
Diagnostic and Remedial Reading for Classroom and Clinic by Robert M. Wilson

PROCEDURES

1. Suggested class schedule: Weeks I and II

   A. Testing to determine each student's individual reading levels (independent, instructional, and frustration), including rate of reading, comprehension abilities, and recognition of isolated words.

B. Inventory of Study Skills to be given to each student.

C. Introduction of independent reading and attendant record-keeping materials.

D. Determination of program for each student; materials to be used, goals, skills to be stressed. This is to be done with student through individual conferences. Each student's assessment of own needs to be considered as well as teacher evaluation.

2. General class schedule:

Monday - Individual or small group work on study skills and vocabulary development.

Tuesday - Class use of newspaper.

Wednesday - Individual or small group work on study skills and vocabulary development.

Thursday - Individual work on speed and/or comprehension.

Friday - Independent reading; teacher/student conferences.

As far as possible, each student will work individually, on his own program for improvement at his own rate, under teacher guidance. Frequent evaluations of individual progress and program are to be made throughout the course with the assistance of the student.

3. Suggested Activities

A. Folder - Each student is to keep a folder in which he records his and his teacher's assessment, his program, his progress, a record of books read and activities followed. This folder is also to include a list of his own spelling and vocabulary words.

B. Newspaper - editorials and news items: fact vs. opinion
study skills - sequence
headlines: vocabulary development
scanning for facts
consumer problems

C. Textbooks in other content areas - how to read material (PQRST)
use of table of contents, index, glossary
special aids
technical vocabulary
how to read and use charts, graphs, maps, and illustrations

D. Assorted texts (drivers' manual, medical guide, consumer reports, cookbooks, train and bus schedules, appliance manuals, phone book)
use of charts, diagrams, graphs
rate of reading
following directions
evaluating data

E. Library - tools in library to be used in content areas
use of card catalog
alphabetizing
wise choice of books for pleasure reading

4. Other Suggestions

A. Vocabulary development:

Incorporate spelling instruction with writing activities
Learn words in contextual settings
Learn by experience
Instruction and practice in use of context clues

B. Comprehension

Emphasize specific skills: organization, determining main idea, important details, generalizations, drawing conclusions
Vary types of questions asked - literal, interpretive, applied

C. Reading Rate

Help students to evaluate materials to determine appropriate reading rate
Provide wide variety of materials
Work against time if comprehension rate permits

630 PLAY PRODUCTION (1 - 5)

COURSE DESCRIPTION

This course is designed for those who want to learn all aspects of staging a play and like to learn by doing. Each class will select and produce a one-act play of its own. In the process everyone will learn the fundamentals of acting, directing, set-design and construction, costuming, make-up, and sound effects. Each student will select one area to specialize in and actually do for the play. Several field trips are planned. Course method is primarily discussion and actual group work.

OBJECTIVES

The student will:

1. gain a working knowledge of all aspects of live theatre--both artistic and technical--by having the class select and produce a play.

2. develop expertise in one or two specific areas of the theatre by research, plan and performance of that aspect in the production.

3. in the course of the semester, develop a spirit of teamwork and an appreciation and respect for others' talents; if not, the production will fail, which is an educational experience also.

4. become familiar with play production on the amateur level as an introduction to the world of the performing arts and career possibilities within this multi-faceted field.

5. practice oral communication of ideas and opinions in clear, tactful, and logical terms.

6. learn about his personal assets and liabilities through the interdependence of play production.

OUTLINE

Students will be expected to read one play a week outside of class and report on file cards and/or orally. Each file card should contain: title, author, number of acts, number of characters of each gender, setting (time, place, etc.) and number of set changes, a three-sentence plot synopsis, and a recommendation as to the play's appropriateness for production in the high school.

I. Why put on a play? (2 days)

   A. Read and discuss pages 1-9 in text, Play Production in the High School.

   B. Record: "The Cocktail Party"

II. Acting (4 weeks) - All presentations should be taped. The student himself and others in the class should write brief evaluations.

A. The voice, pp. 63-72 in text.

1. Being heard
    a. Breathing exercises
    b. Breath control and projection
2. Being understood
    a. Tongue twisters
    b. Ogden Nash poems
    c. Enunciation and dialect

B. The body

1. Analyze individual habits and gestures from presentations which have been videotaped.
2. Read and discuss 72-74 in text.

C. Stage Orientation, pp. 75-84 in text.

1. Learn terminology and chart, p. 33.
    a. #7, p. 91
    b. Visit a theatre or stage at Mahoney
2. Crosses, exits, entrances
    a. #8, p. 91
    b. #9, p. 91
3. Balance
4. Field trip to Mahoney or Thaxter Theatre.

D. Building a Character, pp. 84-90 in text.

1. #4, p. 91
2. #11, p. 91
3. Class trip to a play or movie; analyze the acting.

E. Student-memorized acting presentations.

III. Stagecraft, pp. 93-167 in text (4 weeks)

A. The Stage

1. Traditional Proscenium
2. Arena Staging
    a. #1, p. 170
3. The Thrust stage
4. Read pp. 25-30

B. Scenery

1. Read 99-171
    a. #3, p. 170
    b. #6, p. 170
    c. Make a model set for one of the plays read outside of class.
    d. #18, 19, p. 171

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IV. Production

At this point no syllabus can accurately predict or outline what is to be done. That will depend on the group of students involved and the available resources. With the exception of the last three weeks, the rest of the semester will be spent in production of a play. It seems that it best serves the purpose of this course outline if methods of control and organization are listed, rather than an outline - since play production requires simultaneous work with many facets of theatre.

1. The director (teacher) should select the play - not the students. He can best evaluate the talents and skills of the class.
2. Non-acting people should be immediately organized into small groups to cover technical areas. Each group should elect a "leader."
3. Daily individual or group files should be kept so the progress in every area is easily checked.
4. Weekly meetings of "leaders" should be held to coordinate efforts.
5. Production deadlines should be clear to everyone by the beginning of the second week of rehearsal.
6. No prompter should be used.
7. Regular student self-evaluations are useful in keeping all students working.
8. Acting people not immediately needed on stage should be told to report to a technical group to help them.
9. An assistant to the director is useful for taking notes, checking blocking, etc.
10. If there is a large group, parts can be doubled with each student performing half the performances.
11. Elaborate lighting or set shows should be avoided in cramped areas.

V. Post-rehearsal analysis (1 week)

If things work out as hoped, the class will be able to present a play for other classes, or even the school. If the group wants, the play could be entered in the One-Act Play Festival in the spring. In order for this course to work as it should, the cooperation of some of the other departments will be necessary.

VI. Storytelling

The last three weeks can be utilized for this fascinating field. It requires different skills than acting and shows different versatilities.

A. What is storytelling?

1. History
2. Contemporary sources
3. The professional storyteller

B. Student stories

1. Each student should research, learn and present a story.
2. Filmstrip, illustrations or props can be used to good advantage.
3. The best storytellers and films can go to the elementary schools for presentations.

READING LIST

Aeschylus	Agamemnon
	Seven Against Thebes
Sophocles	Oedipus Rex
	Oedipus at Colonus
	Antigone
	Electra
Euripedes	Medea (Jeffers Translation)
	The Trojan Women
	Orestes
	Electra
Aristophanes	The Birds
	The Clouds
	The Frogs
Machiavelli	Mandragola
Moliere	Any play, but particularly:
	The Miser
	Tartuffe
	The Imaginary Invalid
Anonymous	Everyman
	The Second Shepards' Play
	The Castle of Perseverance
	Abraham and Isaac
	Johan Johan
Shakespeare	Any play
Jonson	Everyman in His Humour
	The Knight of the Burning Pestle
	The Alchemist
	Volpone
	Bartholomew Fair
Corneille	Le Cid
	The Death of Pompey
Racine	Phedre
	Britannicus
	Esther
Sheridan	Any play, but particularly:
	A School for Scandal
	The Critic
	The Rivals

Schiller	Maria Stuart
Voltaire	Irene
Beaumarchais	The Barber of Seville
	The Marriage of Figaro
Picard	The Merry Widow
Boucicault	The Corsican Brothers
	The Octoroon
Pinero	Any play
Wilde	Any play
Ibsen	Any play
Gorki	The Lower Depths
Synge	Any play
Odetts	Any play
Tolstoi	Any play
Gogol	Any play
O'Neill	Any play
Miller	Any play
Brecht	Any play
Fry	Any play
Bolt	A Man for All Seasons
Beckett	Any play
Artaud	The Marat/Sade
Wilder	Any play
Saroyon	Any play
Marlowe	Any play, but particularly:
	Doctor Faustus
Webster	White Devil
	The Duchess of Malfi
Calderon	Life is Sweet
Cervantes	Numancia
Lope de Vega	The Sheepfold (fuenteovejuna)
Beaumont & Fletcher	Any play
Addison & Steele	Any play
Congreve	Any play
Gay	The Beggar's Opera
Goldsmith	She Stoops to Conquer

Goethe	Wilhelm Meister Wallenstein Wilhelm Tell
Maeterlinck	Pelleas et Melisande
Goldoni	Servant of Two Masters La Locandiera
Hugo	Hernani Ruy Blas
Taylor	Our American Cousin
Devereux	Henry of Navarre
Lewis	The Bells
Shaw	Any play
Strindberg	The Father Miss Julie The Dance of Death
Lermontov	Maskerad
Turgeniev	A Month in the Country
Pirandello	Any play
O'Casey	Any play
Williams	Any play
Giraudoux	Any play
Anouilh	Ring Around the Moon (trans. C. Fry)
Ionesco	Any play
Albee	Any play
Garcia	Any play
MacLeish	Any play, but particularly: J. B.
Hellman	Any play

631 DOUBLESPEAK (3 - 5)

COURSE DESCRIPTION

This course offers practice in critical reading, straight thinking, and clear writing. The student, through study of the Public Doublespeak in our society, will learn to examine deceptive advertising, slanted reporting, propaganda and other forms of Doublespeak, using the newspaper, magazines, and films for research and group study. There will be much reading and discussion. Any student who reads well, whether or not he intends to go on to college or technical school, may elect this course. Writing assignments will stress simplicity and clarity of expression of student's thought.

OBJECTIVES

The student will:

1. discern basic persuasive elements that influence people to follow certain leaders and to adopt certain courses of action.
2. discriminate between types of persuasion which affect one's (or society's) best interest and those that serve special interests.
3. find and analyze examples of various types of propaganda in media, books, and daily experiences.
4. given goal and techniques, design an honest advertising or propaganda message.

OUTLINE

Three Weeks Introduction (Text)	Define truth; factors leading to confusion; terminology; differing viewpoints in the media.
Other sources: magazines, newspapers, TV, radio, books	Explore all areas of doublespeak in our language. 1. Use examples from diplomacy, politics, education, journalism, television, religion, advertising, everyday conversation, courting, and family life. 2. Discuss significance of doublespeak in each area. 3. Examine positive as well as negative aspects of propaganda. 4. Explore the purposes of doublespeakers. 5. Analyze words; suggest alternates and their change in meaning (connotation, denotation, euphemism, hyperbole, etc.).

	6. Discuss effect of doublespeak on us as children, adolescents, adults. (Do children misunderstand adult words? For example: James Agee's A Death In The Family.)
Two Weeks Chapter I (Text)	Define arguments; signpost words; assertions (devoting classroom time to activities presented in this guide and in the text).
	Students will examine list of suggested term projects with intent to choose one to develop as oral report - through research, evidence gathering, analyzing, evaluating, and concluding. After oral presentation to the class at the end of the semester, the final paper will be turned in for a composition grade.
	Early choice of topic will allow time for research and preparation.
Two Weeks Chapter II (Text)	Present evidence; objective evidence; subjective evidence; tests of evidence (devoting classroom time to activities presented in this guide and in the text).
Two Weeks (Chapter III	Discuss reasoning; degrees of logical proof; inductive reasoning by analogy and its tests; causal reasoning and its tests (devoting classroom time to activities presented in this guide and in the text).
Two Weeks Chapter IV	Discuss deductive reasoning; syllogisms; dilemmas (devoting classroom time to activities presented in this guide and in the text).
Two Weeks Chapter V	Study the fallacies - definitions, examples, and refutations (devoting classroom time to activities presented in this guide and in the text).
Five Weeks Research, library, periodicals, interviews, etc.	Students do independent study in preparation for their term projects; teacher functions as research guide, directs their efforts, and helps them find material. (Projects may be chosen from suggested list or at student's will, subject to teacher's approval.)
	Vocabulary: generalization, deductive, inductive, argument, assertion, evidence, propaganda, opinion, fact, inference, controversy, analogy, literal, figurative, connotation, denotation, hyperbole, euphemism, conclusion, causal, alleged, relevant, cause and effect, syllogism, hypothesis, dilemma, refutation, Non Sequitur, fallacy, oversimplification, logic, apriorism.
	Review all chapters. Test if desired.
	Students present oral reports on their term projects. Display finished compositions.

TEXT: True, False, or In Between - Donald Hiatt

RESOURCES

Double-Speak in America, Mario Andrew Pei

New York Times School Service

The Hidden Persuaders, Vance Packard

Madison Avenue, Martin Mayer

Mass Media Notebook for Teachers, Lew Breshears

What Did You Say? Felber/Koch

Language and Public Policy, Hugh Rank, NCTE Committee on Public Doublespeak

The Politics of Lying, David Wise

The Use and Misuse of Language, S. I. Hayakawa

Coping with Television, Edited by J. F. Littell

Language in America, Neil Postman

The Power of Words, Stuart Chase

Communications, The Transfer of Meaning, Don Fabun

Language in Thought and Action, S. I. Hayakawa

The Ugly American, William J. Lederer and Eugene Burdick

A Nation of Sheep, William J. Lederer

FILMS:

Pressure Groups in Action 20 minutes

Public Affairs Education Department
Republic Steel Corporation
P. O. Box 6778
Cleveland, Ohio 44101

Borrower pays return postage and should book three weeks in advance.

632 SPEECH (1 - 5)

COURSE DESCRIPTION

The development of effective speaking and listening habits is the main goal of this course. The student will find opportunities to develop confidence and improve oral skills in everyday speaking situations: educational, social, civic, and vocational.

OBJECTIVES

The student will:

1. develop confidence in organizing material from an outline and from notes.

2. gain skill in presenting that material in a variety of situations for several audiences.

3. improve his techniques in participating in group discussions, informal and formal speeches.

4. acquire confidence in speaking in public.

5. learn the need for listening more carefully and intelligently.

OUTLINE

I. Topic: Speech in school situations

- A. Informal speeches
- B. Oral reading
- C. Discussions
  - 1. panel
  - 2. group
- D. Formal reports

Activities:

1. Ask students to talk about themselves. This may take the form of a speech about past experiences or future plans.
2. Have students prepare oral readings after listening to selections of recordings of famous speakers.
3. Divide the class into groups for discussions. After each student has offered a specific segment of the discussion, the group should correlate the information.
4. Require students to outline formal speeches using reference materials.
5. Have students present three to five minute reports to the class.
6. Ask students to use audio and visual aids for an informative report.

7. Require students to offer book reviews containing critical analysis.
8. Have students present dramatic skits or scenes from plays.
9. Tape student reports and presentations.
10. Evaluate tapes using student and teacher devised rating scale.

II. Topic: Speech in civic situations

A. Formal introductions and presentations of awards
B. Announcements
C. Political speeches
D. Parliamentary procedure

Activities:

1. Have students prepare formal introductions of speakers and class visitors.
2. Provide opportunities for students to present awards at school functions and assemblies.
3. Assign preparation of nomination speeches for class offices.
4. Listen to famous political speeches. Evaluate effectiveness of speaking techniques.
5. Have student give oral analysis of a particular aspect of a political campaign.
6. Conduct meetings practicing basic rules of parliamentary procedure.
7. Attend community and civic meetings to evaluate process of parliamentary procedure and to learn the value of public discussions.

III. Speech in vocational situations

A. Telephoning
B. Interviewing
C. Reporting

Activities:

1. Have students give and follow oral directions that would apply to job situations.
2. Require students to practice effective techniques of telephone communication: requesting materials, making appointments, arranging for class speakers.
3. List habits that hinder listening. Suggest corrective measures.
4. Role play situations involving oral communication with the public.
5. Present an original speech selling a product.
6. Prepare mock interviews applying for jobs.
7. Present persuasive speech using statistics.
8. Write pertinent questions to be used when interviewing people on the job.
9. Apply for work through personal interviews.
10. Video tape class interviews.
11. Evaluate effectiveness of video presentations.

633 PLAY READING AND THE THEATER (3 - 5)

COURSE DESCRIPTION

Aristotle called drama "imitated human action." In print, drama is the literary form most closely allied with human experience itself. If you wept at a performance of Love Story or shuddered at the demonical influences in the Exorcist, you were enjoying play acting. Play reading and the study of the theater are equally enjoyable. Plays, as we know them, cover a period of about 2500 years and present an endless procession of characters and scenes that bring excitement into our lives. Flexibility in the drama course will permit students to concentrate upon their own specific interests and to plan and participate in group projects connected with the theater.

OBJECTIVES

The student will:

1. gain understanding of the drama as a literary form.
2. develop skill to read the drama with understanding, imagination, and enthusiasm.
3. become familiar with the terminology of drama and the stage so that he can use it properly and fluently.
4. become acquainted with the various types of drama.
5. acquire some knowledge of the history, background, and development of drama.
6. develop by means of reading drama his ability to make critical analysis of human motives and actions, and gain insight into human experience, both of his contemporaries and of the adult world.
7. share through open discussion in class his ideas and opinions.
8. formulate ideas and opinions and express them both orally and in writing with clarity, coherence, and correctness.
9. enlarge his vocabulary and his ability to use words in the proper context.
10. learn the importance of syntax, diction, and style; and become aware that good writing is a discipline.

OUTLINE

With the list of plays available for the course, the teacher will be able to formulate his own program and design his own units. It would seem that a semester course could reasonably include five to eight plays. The study of a Greek tragedy or a Shakespearean drama will consume more time than the reading of a modern play. In any event, the teacher should use discretion in determining the amount of sustained reading his class can absorb. If pupil interest lags, the unit should be interrupted, and continued when the teacher deems the time propitious. Whenever audio-visual materials are available and relevant, they may be used to change the pace and stimulate interest.

There follow three suggested approaches to the course:

CHRONOLOGICAL:

Oedipus Rex or Antigone
Everyman
Dr. Faustus
One of Shakespeare's dramas
Discussion of Restoration Drama (research by the pupils in groups and selected readings from She Stoops to Conquer by Goldsmith or The Rivals by Philip B. Sheridan)
Cyrano de Bergerac
An Enemy of the People
A twentieth-century modern play

GENERIC:

Greek Tragedy: Oedipus or Antigone
Morality Play: Everyman
Elizabethan Drama: Julius Caesar, Macbeth, Hamlet (choose one)
Tragi-comedy: The Merchant of Venice
Modern Tragedy: The Emperor Jones or Street Scene
Comedy: Life With Father or Arsenic and Old Lace
Drama of Social Criticism: Enemy of the People, R.U.R., High Tor (the latter contains elements, too, of melodrama and farce)

THEMATIC:

MORAL PRINCIPLE
- Antigone
- Julius Caesar
- The Cherry Orchard
- Enemy of the People
- Yellow Jack
- One Third of a Nation
- The Emperor Jones
- The Winslow Boy

POWER - GREED - DESIRE
- Dr. Faustus
- Macbeth
- Elizabeth the Queen
- The Emperor Jones
- Enemy of the People

MATERIALISM
- Macbeth
- An Enemy of the People

- *R.U.R.*
- *Golden Boy*
- *High Tor* (a notation previously listed)

CLASS CONSCIOUSNESS - RACE PREJUDICE - FREEDOM OF CONSCIENCE

- *Loyalties*
- *The Admirable Crichton*
- *Antigone*
- *The Crucible*
- *A Man for All Seasons*
- *Murder in the Cathedral*

HISTORY - BIOGRAPHY

- *A Man for All Seasons*
- *Elizabeth the Queen*
- *The Barretts of Wimpole Street*
- *Abe Lincoln in Illinois*
- *The Magnificent Yankee*

Texts and Plays

SIX COMPLETE WORLD PLAYS and *A HISTORY OF WORLD DRAMA*
Marcus Konick, Globe Book Company

- *Antigone*, Sophocles
- *Everyman* (medieval Morality Play) Anonymous
- *Cyrano de Bergerac*, Edmond Rostand
- *An Enemy of the People*, Henrik Ibsen
- *The Cherry Orchard*, Anton Chekhov
- *Caesar and Cleopatra*, George Bernard Shaw

DRAMA IN OUR TIME
M. M. Nagelberg, Harcourt, Brace and Company

- *Watch on the Rhine*, Lillian Hellman
- *Our Town*, Thornton Wilder
- *R. U. R.*, Karel Capek
- *Abe Lincoln in Illinois*, Robert E. Sherwood
- *Yellow Jack*, Sidney Howard and Paul de Kruif
- *One Third of a Nation*, Arthur Arent

DRAMA IN OUR TIME

Dramatic Passages from

- *Winterset* by Maxwell Anderson
- *Jacobowsky and the Colonel* by Franz Werfel
- *Oklahoma!* by Oscar Hammerstein II (Lyricist)
- *The Front Page* by Ben Hecht and Charles MacArthur

FAVORITE MODERN PLAYS
Felix Sper, Globe Book Company

- *The Winslow Boy*, Terence Rattigan
- *The Admirable Crichton*, James M. Barrie

Life with Father, Howard Lindsay and Russel Crouse
The Barretts of Wimpole Street, Rudolf Besier
Loyalties, John Galsworthy

THREE DRAMAS OF AMERICAN INDIVIDUALISM
Joseph E. Mersand, Washington Square Press, Inc.

Golden Boy, Clifford Odets
High Tor, Maxwell Anderson
The Magnificent Yankee, Emmet Lavery

THREE DRAMAS OF AMERICAN REALISM

Idiot's Delight, Robert E. Sherwood
Street Scene, Elmer L. Rice
The Time of Your Life, William Saroyan

NOBLE'S COMPARATIVE CLASSICS
H. E. Harding (ed.), Noble & Noble, Publishers, Inc.

Julius Caesar, William Shakespeare
Elizabeth the Queen, Maxwell Anderson

Macbeth, William Shakespeare
The Emperor Jones, Eugene O'Neill

Oedipus Rex, Sophocles

The Tragical History of Doctor Faustus, Christopher Marlowe

The Merchant of Venice, William Shakespeare

Hamlet, William Shakespeare

Richard II, William Shakespeare

Murder in the Cathedral, T. S. Eliot

A Man for All Seasons, Robert Bolt

The Crucible, Arthur Miller

Arsenic and Old Lace, Joseph Kesselring

634 CAREER PREPARATION (1 - 5)
English/Guidance

COURSE DESCRIPTION

This course is jointly sponsored by the English and Guidance departments. A wide variety of experiences will be explored by students with speakers from the community, teachers of other departments, and much guided discussion in the vital areas of life, career, and society.

Students will learn "survival" skills for job or college entry, including interviewing, telephoning techniques, listening skills, and the writing of applications, résumés, and letters. This course will emphasize social relationships, decision making, career preparation and values.

OBJECTIVES

The student will:

1. identify his own interests as they relate to a career choice.
2. be aware of job opportunities in the Greater Portland area.
3. demonstrate his ability to gather and assess information about a career of his choice.
4. be aware of his responsibility for making career decisions.
5. be aware of volunteer service projects in the area.
6. develop an awareness of financial and consumer resources.

OUTLINE

I. Orientation

A. Become acquainted with the objectives of the course: content, methods, assignments, and evaluation.

B. Make a needs assessment checklist to determine student objectives.

C. Take a series of career preference tests and discuss results in small groups:

Kuder Preference Test	Job O
Self-Directed Search	Occuscan

D. View films or filmstrips which give an overview of the job clusters.

II. Exploration of the World of Work

A. Visit Career Resource Room for orientation by Mrs. Blanche Mack.

B. Attend "Career of the Month" and Career Fair.

C. Accompany a Career Guidance Institute Tour.

D. Interview a member of the Maine Employment Security Commission.

E. List sources for locating work.

III. Individual Exploration of the World of Work

A. Set forth guidelines as to the scope of the research: data on educational requirements, salary, opportunities for promotion, prestige, availability of the job, restrictions or limitations.

B. Use Resource Room and personal interviews to gather data.

C. Arrange field trip.

D. Prepare for the class written or oral reports of findings.

E. Discuss the apprenticeship experience.

F. Invite faculty members from social studies and business class to speak to the class to discuss sociological and environmental factors of individual career choices.

IV. Self Identity and Decision Making

A. Identify interest, skills, feelings and values in discussions with Andre Hemond, guidance director.

B. List rules necessary in the home, school, community and business.

C. Define the areas of choice open to a senior.

D. Review the decision making process with Jack Flynn, guidance counselor.

E. Practice making decisions in simulated experiences.

F. Discuss skills in setting long and short range goals with Dick Kinney, guidance counselor.

G. Identify kinds of problems to be met at college. Discuss possible solutions with Ann Gilmore, guidance counselor.

H. Arrange classroom visit to Southern Maine Vocational Technical Institute or University of Maine Portland-Gorham.

V. Leisure Time Activities

A. Demonstrate hobbies.

B. Encourage commitment to leisure time activity.

C. Report on volunteer service projects in Greater Portland.

D. Sponsor a service project as class activity.

VI. World of Finance

A. Interview a speaker from credit union on procedure for establishing credit.

B. Study use and abuse of charge accounts; car and house financing.

C. Discuss with teacher of economics: income tax, social security, savings and checking accounts.

D. Study various forms of insurance coverage.

640 THE HERO AND ANTI-HERO IN ENGLISH AND AMERICAN LITERATURE (5)

COURSE DESCRIPTION

This course will replace the Advanced Placement program. It will stress the analysis of the ethical, spiritual, and physical challenges confronting the protagonists in a wide range of dramas, short stories, novels, and poems.

The course is designed for the exceptional student of English. He must be intellectually mature, capable of accepting constructive criticism, and sincerely interested in the mechanics and literature of the English language. Each student is required to participate effectively in discussions, to write thoughtfully and maturely about literary matters, and to involve himself in independent research projects.

The fundamental purpose of the course is to teach the student how to analyze works of literature and how to express himself about them.

OBJECTIVES

The student will:

1. learn to read, analyze, and intelligently criticize significant works of literature.
2. learn to deal with the type of writing assignments, research projects, and discussion seminars which characterize the college experience.
3. develop an academic vocabulary and a mastery of grammatical, syntactical, and usage skills.

OUTLINE

I. Time: Four weeks

Text: Hero and Anti-Hero, Roger B. Rollin, McGraw-Hill Company

Topics:

- A. Identification and analysis of heroes and anti-heroes in plays, poems, and short stories
    1. The Super Man
    2. The Supreme Man
    3. The Leader
    4. The Common Man Hero
    5. The Lowly Man Hero
- B. The metaphor of the quest or vital mission
    1. The Quest for Honor and Glory
    2. The Quest for Victory
    3. The Quest for Social Order
    4. The Quest for Love

Audiovisual Materials:

1. Carousel filmstrips and records
   Two lessons, Hero and Anti-Hero
2. Resource Center 16mm movie, "Bartleby the Scrivener"

Suggested Activities:

1. In-class essays
2. Lectures
3. Class discussions
4. Oral interpretations

II. Time: Five weeks

Texts:
1. The Lord of the Flies - Golding
2. The Old Man and the Sea - Hemingway
3. Of Mice and Men - Steinbeck
4. Animal Farm - Orwell
5. 1984 - Orwell

Topics:

1. The Lord of the Flies
   Emphasize that symbolic structure of the novel underscores the author's theory that all defects in society can be traced back to the fundamental defects in human nature.
2. The Old Man and the Sea
   Emphasize the constant theme of man vs. nature. Analyze the character of Santiago as symbolizing everything admirable in human nature.
3. Of Mice and Men
   Explore the novel in terms of the concept of the "Lowly Man Hero."
4. Animal Farm
   Emphasize satire and symbolism of totalitarian philosophies and autocratic rulers.
5. 1984
   Explore the concept of Anti-Utopia and the Anti-Utopian novel.

Audiovisual Materials:

1. Filmstrips (South Portland High School Library)
   a. "George Orwell, Animal Farm and 1984"
   b. "Steinbeck's America"
   c. "Ernest Hemingway"
   d. Resource Center, 16mm movie
      "The Novel: What it is and what it does"

Suggested Activities:

1. Essay tests
2. Lectures
3. Class discussions
4. Outside reading
5. Oral reports

III. Time: One week

Text: Seven Novellas, Dillenbeck and Schweitzer, Charles Scribner's Sons

Topics:

1. The Short Happy Life of Francis Macomber
2. May Day
3. The Old Maid
4. Youth
5. The Party at Jack's

Brief written paragraph each day in which student classifies the protagonist of each novella in terms of his heroic or anti-heroic qualities in relation to the story's thematic nature.

Suggested Activities:

1. Utilization of discussion questions
2. Essay: comparison and contrast

IV. Time: Eight weeks

Texts: Oedipus Rex - Sophocles
Hamlet - Shakespeare
Six Complete World Plays - Konick, Globe Book Company

Topics:

1. Greek tragedy and its effect on modern drama
2. Tragic heroes: compare Oedipus and Hamlet in terms of heroic qualities and concepts revealed in course reading selections

Audiovisual Materials:

1. Resource Center: Four 16mm films
   a. "The Age of Elizabeth"
   b. "What Happens in Hamlet"
   c. "The Poisoned Kingdom"
   d. "The Readiness is All"
2. Resource Center: Four 16mm films
   a. "The Age of Sophocles"
   b. "The Character of Oedipus"
   c. "Man and God"
   d. "The Recovery of Oedipus"

Suggested Activities:

1. Oral readings
2. Discussions
3. Dramatizations

V. Time: Two weeks

Text: Stories From Six Authors, Buckler, McGraw Hill

Topics:

A. Identification and analysis of heroes and anti-heroes in each short story

   1. The conflict between generations is a theme explored by different means in each selection in the anthology.

Audiovisual Materials:

1. Resource Center: 16mm movies
   a. "My Old Man" - Hemingway
   b. "The Lady or the Tiger" - Stockton
   c. "The Lottery" - Shirley Jackson
   d. "Occurrence at Owl Creek Bridge" - Ambrose Bierce

Suggested Activities:

1. Written interpretations
2. Discussions
3. Essays
4. Composition of short-short story by pupils

641 THE BIBLE AS LITERATURE AND MYTHOLOGY (4, 5)

COURSE DESCRIPTION

The first half of this course gives the student an opportunity to study the Bible, a major influence on man's thoughts for centuries, and to gain some understanding of conditions in Biblical times and the purposes that lie behind these writings. Special attention will be given to the variety of literary forms, the development of characters, and the influence of the Bible on present day literature.

During the second half of this course students will study classical mythology, one culture's attempt to explain the mysteries of life. Myths are pleasurable to read and a knowledge of them is a key to understanding the literature of the Western world.

I. THE BIBLE AS LITERATURE

OBJECTIVES

The student will:

1. recognize the Bible as good literature in all forms.
2. review the conditions giving rise to the writings.
3. compare and contrast the writings with more familiar literature.
4. become aware of familiar references and quotations.
5. recognize the biblical theme in music and art.
6. increase his appreciation of why the Bible is a best seller; it is contemporary as well as ancient.
7. read independently sections of the Bible not required in this course.

OUTLINE

Students will read the original Bible versions of stories and comments by other authors. They will write commentaries and essays related to their reading. Some assignments will deal with archaeological discoveries and historical material that must be researched. Oral reports will be assigned.

MATERIALS

Basic text: King James Version of Bible
On Teaching the Bible as Literature - Ackerman
The Bible as Literature - Capps
Selected records and readings

Week I - Background on the Old Testament

Using Ackerman's text for background material, by outline, lecture and assigned reading, the history of the Israelite nation is traced from early Mesopotamian culture to David and the emergence of Kingship. The geographical location is surveyed by maps or pictures.

Week II - A Survey of Israel's Literature from Oral Traditions to Printed Bibles

Comparison is made of Yahweh and Elohist writers in early accounts.

The epic accounts of Abraham, Cain and Abel, Noah, the Tower of Babel by the above writers are read.

Development of translations from the Hebrew-Aramaic-Latin-English-newest and revised editions are examined.

Readings from students' own Bibles and oral readings for comparisons will be assigned.

Week III - Origins of Man

Stories of creation from the Bible are compared with those from other cultures. Discussion will follow oral readings. Writing assignments might include "Loss of Innocence" based on Garden of Eden or other literature, or an original legend.

Week IV - Patriarchal Legends

Included are stories of Abraham, Sodom and Gomorrah, Isaac, Jacob-Esau conflict.

Using Ackerman for background and Capp's text for condensed stories, students will read from their own Bibles.

The themes here are basic to other literature - family saga, pioneer spirit, conflict between brothers, the fall of dissolute society. Discussions and writing will be based on these.

Week V - The Story of Joseph

Character development is traced from childhood to maturity, the rivalry in the family; Joseph's rise to power, the emphasis on dreams, his importance to Pharoahs, his unique position for power. Readings will be assigned from the Bible and Capps' condensed text.

Possible writing topics: Most Dramatic Incident
Dramatization of any section

Week VI - Moses-A National Leader

Review of Moses' entire life includes his destiny, the Exodus, the Commandments. Much material here lends itself to comparison with other literature, pictures, music ("Let My People Go"). Themes of freedom, national leadership could be discussion topics or subjects for writing.

Week VII - The Prophets

A survey of prophetic literature, a special type, will include:

Prophetic discourse of Moses
Symbolic prophecy of Jeremiah
Vision prophecy of Daniel

The background giving rise to these men and the results. Readings will be assigned from the Bible, Ackerman, and Capps.

Week VIII - Lyric Poetry

The song; the ode - the elegy - dramatic lyric and others are studied. Oral readings and comparison to other literature will be included.

Week IX - The Story of Ruth

A complete story will be studied (time permitting).

Week X - The Book of Job

Emphasis on beauty of language, development of characters and main theme - man's undeserved suffering.

II. MYTHOLOGY

OBJECTIVES

The student will:

1. have the opportunity to read myths for enjoyment.

2. define "myth" and its relevance to man's development.

3. become acquainted with myths of the Greeks, Romans, and Norsemen and the allusions to these in our literature.

4. recognize the influence myths have had on art and music.

5. explore the imaginative ideas and emotions behind all myths from Homer's day to the present.

OUTLINE

The student will read regularly assigned myths, both familiar and unfamiliar, dealing with the mysteries of the universe. The "hero" theme will be reviewed as well as gifts of prophecy, poetic justice, devotion to good, remorse, bravery both mental and physical. Mythological references in literature, magazines, newspapers, advertisements will be sought by students. Oral and written reports will be assigned. Creative activities - original poems, original myths, short plays will be recommended.

MATERIALS

Mythology - Hamilton
Classical Myths That Live Today - Sabin
Golden Bough - Frazier
Metamorphoses - Ovid
Myths to Live By - Joseph Campbell
Selected records - audio visual materials

Week XI - Introduction to Mythology

The meaning of myths, their importance to the ancients and to us is discussed. The stories of creation in several cultures are compared with creation stories in the Bible. The Greek and Roman myths show emphasis on man's image, the human qualities in their gods.

Major and minor gods, their battle for control, are included.

Week XII - The Gods and Their Importance to People

All gods were worshiped in a special way. Emphasis is on two - answering people's needs:

Ceres - her special province - festivals - symbols - story of Demaphoon - the life cycle of agriculture.
Bacchus - of the vineyards - his unusual birth - life - death. His followers - festivals - Resurrection of life.

Week XIII - Creation of the World

Chaos - Erebus give way to Earth.
The first creatures, monsters, Titans appear.

Cronus' attempt to control.
Zeus survives - his importance is recognized.

The Prometheus-Epimetheus-Pandora myths offer a source of explanations for man's courage, daring, gifts to mankind, evils and problems.

The Flood stories, Pyrrha and Deucalion, reasons for man's survival, the stone people, are discussed.

Week XIV - Myths of Flowers - Lovers - Adventure

Included are:

Prometheus and Io
Europa (Oedipus)
Adonis
Narcissus

Cupid Psyche
Pyramus Thisbe
Others similar

Week XV - Myths of Heroes

Included are:

Jason - Bellerophon - Daedalus
Perseus - Theseus - Hercules - Lesser gods

Their stories - symbols - significance of bravery or cowardice. Metamorphoses for further study.

Week XVI - The Trojan War

Reasons and preparation for the war are examined. From the Iliad, Aeneas' account of the fall of Troy is read. The Disasters, Heroes and the Fall of Troy are studied. Scientific research on original Troy is an interesting project.

Weeks XVII - XVIII

The Odyssey and Ulysses' Adventures

The hero theme, his failings and good qualities are explored. The voyage is traced, and Ulysses' arrival at home.

The Aeneid - Aeneas' Destiny

Comparison is made of adventures of Aeneas and Ulysses. The emphasis is on Augustan era and glorification of Augustan line.

The Greek Tragedies

A review of famous plays (surface only) indicates the pessimism of characters for life in general. The importance of the Greeks in molding thought is stressed.

A review - summary - emphasizes the ideas expressed in reading myths.

645 INDIVIDUALIZED READINGS OF FICTION (1 - 3)

COURSE DESCRIPTION

The major goal of this course will be to show how reading can be a pleasurable experience for people of all reading abilities. Students will select their own reading material. Each book that is read will be evaluated by the student. Evaluations will include one of the following: teacher-student discussion, written reports, or creative projects suggested by the student or the teacher. Also, each student will keep a journal which will include his impressions of the books he has read.

OBJECTIVES

The student will:

1. increase his appetite for leisure time reading.
2. see some of the differences between the enjoyment of reading and the enjoyment of television and movies.
3. have an opportunity to discuss his book with the teacher or with the teacher and the class.
4. present his reactions to what he reads through various writing assignments.
5. explore the various elements of fiction that provide the reader with another level of enjoyment in reading.

MATERIALS

To Kill A Mockingbird - Harper Lee

There will be a classroom library of materials. Students are free to make their selections from this collection or any other source, such as school library, city library, or bookstores. The class will also have the opportunity to select books from a book club that will offer monthly selections.

OUTLINE

1. The following are the basic assignments for each book selected by the student. These assignments will be flexible according to the book and the particular time period during the semester.

    A. Student-teacher conference

    B. Project
        1. poster
        2. collage, montage
        3. book jacket
        4. composition
        5. tape recording - oral report
        6. oral-visual report
        7. student's choice

C. Journal - to be kept throughout semester. Entries will record what is read.

2. During the eighteen-week period, several lecture periods will be set aside to introduce to the student terms that may be used to analyze a piece of fiction. Five terms will be used by the student to describe the book that he has read: plot, character, setting, point of view, and theme.

3. To Kill A Mockingbird will be used by all class members to study the above terms.

4. With the exception of point of view, at any time during the semester extra credit may be received by reading a book and completing any one of the assignments worked on during the semester.

5. Weeks 1 & 2 - Choose a book and complete the three basic assignments.

   Weeks 3 & 4 - Choose a book and complete a journal. In addition, there will be either a student-teacher conference or project.

   Weeks 4 & 5 - View films "Hangman" and "Chemical Feast" to initiate discussion of theme. Choose a book and complete a journal. In addition, write a brief paragraph concerning the theme of the book.

   Weeks 6, 7, 8 - Study To Kill A Mockingbird and its themes.

   Weeks 9, 10, 11 - Teacher lecture [Plot]. Choose a book and complete one of the basic assignments. Write a paragraph concerning the theme of the book and a paragraph concerning the plot of the book.

   Weeks 12, 13, 14 - Teacher lecture [Character]. Choose a book and complete a journal. Write paragraphs concerning theme, plot and character.

   Weeks 15, 16, 17 - Teacher lecture [Point of View]. Choose a book and complete one of the three basic assignments in addition to writing paragraphs concerning theme, plot, character, and point of view.

   Weeks 18 & 19 - Choose something other than a piece of fiction. Assignment will depend upon the genre.

646 CONTEMPORARY LITERATURE (2, 3)

COURSE DESCRIPTION

This course is designed to give students a vivid sense of modern times through poems, plays, short stories, and novels. A key question that students will try to answer is how does man survive and keep his identity in the face of automation, war, government, and the environment. CONTEMPORARY LITERATURE will make the student more aware of man's conflict with himself and others in the 20th century. Students will be expected to trace the development of these themes and to express their reactions in writing, discussions, and creative forms.

OBJECTIVES

The student will:

1. realize the boundless variety of literature available to him.
2. read, read, read.
   Discover pleasure as well as knowledge in reading. Form the habit of reading for fun.
3. broaden understanding of his own life through broader reading.
4. establish some evaluative standards for judging his own choices.
5. examine survival themes in literature (in face of war, change, automation, government, and environment).
6. examine identity of self and others in conflict with man and nature.
7. write one essay whose topic will come from objective 3, 5, or 6 above.

OUTLINE

A. Student Choice

Immediate emphasis early in this course is to be the easy, vast accessibility of books on countless subjects of interest to students, their freedom to choose, and development of their ability to choose well.

I. On the first day, the teacher will circulate among students various popular reading lists (*N.C.T.E.*, *Scholastic Magazine*, Clifton Fadiman's list, *Dartmouth*, Fader's *Hooked on Books*, various publishers' catalogs). Have students check books that appear on more than one list, star those they have read, start a personal book list of those read and those they are tempted to read. Soon students realize how narrow their reading has been. This is a good eye opener for worldly seniors who think they know everything! (Teacher's attitude, however, should always be positive, encouraging.)

II. Have 15 - 20 new, colorful books from school library, any paperbacks, on teacher's desk, and another pile of older, worn ones, some classics. Let students browse. Then teacher give mini-view of each book, just enough to whet the appetite. Read a short passage. Let students jot down notes. At end of day, send books back to library. Students must check out books from library.

III. Miniviewing should be done two or three times during a semester. It is a good way for a teacher to keep his own reading up to date, and this is necessary for communication with teen-agers.

IV. Have students help with judging best sellers or any questionable book. Try to avoid teacher censorship. Be honest. Encourage open discussion. But be willing to take a stand and defend it, and encourage student to do likewise. (Defense must include more than "It's good because I like it!")

B. Variety of Reading Required

Reading, rather than activities about reading, is the core of this course.

I. During the semester, every student should read ten selections chosen from among these different categories: fiction or non-fiction, novel, play, or poetry:

* 1 - 3 classics
1 Shakespearean play
1 history, sociology, or anthropology
1 religion or theology
1 biography or autobiography
1 medicine, psychology, science, or science fiction
1 book about Americana (any plot which could occur only in America)
1 adventure or foreign-setting book
1 about Maine or New England, or by a Maine writer
1 free choice

C. Reporting Methods

Book reports will be done in a variety of ways. Always emphasize the importance of the reading, not the reporting.

I. Each student will keep cumulative book cards on which he will record every book read either in class or outside.

II. Reporting may be done by personal conference, before or after school, or during study periods.

III. Oral reports may be given individually, by committee, dramatization, or panel discussion.

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* Classics are included primarily as criteria for judgment.

IV. Form of written reports may be essay, brief card reports, or multi-level sentence reports (brief outline).

V. One formal paper will be required.

D. Student Contracts

There is no required reading list. Student choice and student evaluation with teacher guidance will be central elements of the course.

I. Current literature will be stressed, but the reading of one or more classics is encouraged to give background for some measure of judgment. For example, comparison of a modern and a classic novel on the same basic human theme (i.e. man against man) is an interesting method of pointing out the unchanging elements in human nature.

II. Student and teacher will set due dates, but the grade is not docked if reading is not finished on time. The student signs a statement of reading: "I have read all of *Lord Jim*," or "I have read all but 30 pages . . ." etc. He is aware of commitment through his reading contract, but may adjust his time during the semester.

E. Reading Activities

I. Two or three class periods each week will be spent in reading.

II. Students will schedule their own reporting dates, ten per semester, using a variety of methods.

III. Several short selections will be assigned for study by the entire class, as models for acquaintance with different genres. These will include essay, novelette, short story, and short drama. All other reading will be individually chosen by students.

IV. By mid-semester, class will discuss and agree upon certain criteria by which to evaluate their reading preferences. Students will record criteria in a card file or notebook, and record their evaluations of all books read this semester.

V. One major assignment will be the student's choice of a real-life problem--personal or vicarious--to grapple with in his reading. Having learned to "browse" intelligently through publishers' catalogs and library facilities, he should be able to identify a survival question, a conflict of values, or a contemporary problem pertinent to his own life which an author has set forth realistically in literature. The student will read one or more selections on his chosen theme and share what he has learned--about life, self, or others--in any of a variety of ways: creative writing, video talk, debate with a fellow student, panel discussion, informal talk, or class discussion which he will moderate.

647 POETRY AND THE SHORT STORY (4, 5)

COURSE DESCRIPTION

This course is designed to improve students' skills in reading and appreciating poetry and short stories. Students will learn critical terminology to use as an effective tool in analyzing these two genres. Readings will cover a variety of authors. As major projects students will unite a short, short story and poetry.

OBJECTIVES

The student will:

1. become acquainted with various types of the short story.
2. learn the terminology of the short story.
3. consider characteristics of the short story.
4. illustrate an understanding of the genre by writing a short short story.
5. express orally and in a written essay his reaction to a given short story.
6. identify and describe various elements of poetry.
7. prepare short prose illustrating imagery and sound effects.
8. become familiar with the style and content of a number of published poets through selected readings.
9. identify the close relationship between poetry and music by listening to selected recordings and reading published ballads.
10. create poems and responses to poems.

OUTLINE

THE SHORT STORY

Time: Weeks 1-9

Texts: A Study of the Short Story
Stories from Six Authors

Topics: Introduction to the short story as a popular literary form.
Critical reading of short stories.
Reading for enjoyment.

ACTIVITIES

1. Involve class in group discussion of short stories and why they are entertaining to many people.

2. Use questions for discussion and suggested interpretations in text.

3. Have pupils bring a short story to class. Recognize flexibility of lengths of short stories.

4. Classify sample stories as: mystery, detective, terror, humor, character analysis, incident, surprise.

5. To grasp the concept of a narrative, have individual students relate orally true incidents they have experienced. Identify introductions, situations, incidents, problems, endings, and any other elements of the short story.

6. Discuss how the length of a short story might affect a writer's approach to the narrative.

7. Given various aspects of narrative - plot, characterization, and conflict - discuss possible ways that authors might handle them within the framework of the short story. Recognize restraints placed upon the short story writer.

8. In group discussions with the teacher as a guide, suggest situations in which the following terms are used or illustrated. Explain the meaning of each term used.

   Terms: Plot, character, setting, protagonist, antagonist, hero, anti-hero, point of view, action, crisis, climax, accident, struggle, complication, outcome, theme, ending, moral, suspense, irony, foreshadowing, flashback, and fate.

9. Through student art work, drawings, magazine collages, or posters, graphically portray the terms of the short story. (Teacher guidance should provide accuracy to the illustrations.) Graphics can be reproduced on transparencies for showing on the overhead projector or reproduced as a series of posters, given identifying labels, and mounted in the classroom.

10. In class discussion, consider the central problem developed in the plot of a short story.

11. In oral report or written essay, express your reaction to the ideas and events developed in a given short story.

12. Compare styles of two short stories by different writers, who treat the same theme.

13. Write a short short story, showing your understanding of the ingredients of the genre.

OUTLINE

POETRY

Texts: Sound and Sense
A Study of Poetry
Contemporary American Poetry

Topics: Introduction to poetry as a type of literature.
Communication of experience.
Expression of feelings, ideals, values.

Week 10

Sound and Sense, Chapters 1-3
Poetry and Experience; Reading the Poem; Denotation and Connotation

ACTIVITIES

1. Promote informal discussion of poetry within pupils' experience (children's verse, popular songs, advertising slogans, etc.). Encourage free expression of likes and dislikes. Guide discussion to acknowledge that enjoyment of anything - sports, music, studies - increases with experience and knowledge. Spark class interest in learning more about poetry.

2. Read aloud a favorite poem. Choose one that is easy to understand and has popular appeal. Ask pupils' favorites.

3. Share nursery rhymes. Play recordings of popular songs. Have pupils quote any poems or lines they remember from past experience. Why do they remember them? What is obvious about their rhythm, rhyme, subject matter, form? Try to create a general attitude of interest.

4. Ask pupils to keep notebooks for this course, in which to record ideas, definitions, poems, etc.

Week 11

Sound and Sense, Chapter 4 - Imagery
Definition of imagery; importance to poetry; the five senses; sensual appeal in poetry

A Study of Poetry
"Something Told the Wild Geese" - page 16
"Elegy Written in a Country Churchyard" - page 60
"Bread and Music" - page 104
"I Am He that Walks with the Tender and Growing Night" - page 8
"There Was a Child Went Forth" - page 32

Haiku as an imagist form
Read samples of haiku. Discuss precise form. Assign original haiku describing a simple image or pair of images. Stress precision of form and necessity of being explicit and simple.

Weeks 12 - 13

Sound and Sense, Chapters 5 - 8

Figurative Language (metaphor, simile, personification, apostrophe, metonymy, symbol, allegory, paradox, over-statement, understatement, irony); Allusion; Sample poems from Chapters 5-8.

A Study of Poetry

Metaphor: "Prairie" - page 114
"Small Song" - page 19
Simile: "An Old Woman" - page 45
"Buick" - page 186
Personification: "The Cloud" - page 21
"Tired With All These" - page 101
"Now Came Still Evening On" - page 20
"Fog" - page 191
Apostrophe: "Blow, Blow, Thou Winter Wind" - page 155
"I Am He That Walks With the Tender and Growing Night"-page 8
Metonymy (Synecdoche): "We read Whitman" instead of
"We read the poems of Whitman"
Symbol: Definition; Sample poems from *Sound and Sense*, Chapter 6; colors as symbols; animals as symbols
Paradox and Irony: Definitions; kinds; sample poems from *Sound and Sense*, Chapter 7
Allusion: Definition; sample poems from *Sound and Sense*, Chapter 8
A Study of Poetry: "Silence" - page 117
"Now Came Still Evening On" - page 20
"Bring Me My Spear" - page 73

ACTIVITIES

1. Keep a list of figurative expressions found in songs, slogans, slang, advertising, and other everyday sources.

2. Plan poetry readings with musical background, live or recorded.

3. Write original poems. Plan days for reading any original student verse.

4. Write a paper (500 words, or length assigned by teacher) discussing a particular poet's use of *one* aspect of poetry we have examined so far: Imagery, Symbol, Irony, Paradox, Figures of Speech, etc. Define terms carefully and examine five or more poems of the poet you have chosen. Check with teacher for approval of poet and subject. (This paper may be assigned as culminating activity at end of semester.)

Week 14

Sound and Sense, Chapters 9-11

Meaning and Idea; Total meaning; Prose meaning
Tone: Attitude, emotional coloring
Musical Devices: Repetition and variety; alliteration; assonance; consonance; kinds of rhyme

Week 15

Sound and Sense, Chapters 12-14
Rhythm and Meter: Difference between prose and verse; kinds of feet; scansion; blank verse; free verse
Sound and Meaning: Onomatopoeia; euphony; cacophony
[Note: Avoid over-emphasis on technicalities in these chapters. Rather than rote memorization, stress understanding and recognition of terms, awareness of rhythm and sound in poetry.]

ACTIVITIES

1. Read aloud selected poems from Sound and Sense.

2. Try a choral reading of one or more poems (i.e. "The Barrel Organ").

3. Read orally various kinds of verse, noting differences: blank, free, rhymed. Choose poems from the three texts or from other sources.

4. Have pupils select from South Portland High School Library recordings of poetry readings and play them privately before choosing records to share with the class. Include recordings of old and modern ballads.

5. Invite Miss Madeline Perazzi of the Music Department to talk to the class and perhaps to present a choral group. (Preplan with her the kind of songs/poetry to be presented. Stress the close relationship of music and poetry, elements in common.)

6. Ask pupils to write an original poem. Pay particular attention to images, rhythm, and sound effects. Read poems aloud, pointing out any effective lines or language.
   Pattern: Continuous form; stanza form; fixed form; limerick; sonnet; Sample poems from Sound and Sense, Chapter 14.

Weeks 16 - 18

Contemporary American Poetry (pp. I, 73, 139)
Sound and Sense, Chapter 15-16, Traditionalists and Experimenters
Differences between the traditional and the New Poetry; Representative poets.
Traditionalists: Robinson, Millay, Frost, Wylie
Experimenters with Form: Lindsay, Masters, Sandburg, Jeffers, Lowell, H. D., Williams
Experimenters with Language: Pound, MacLeish, Moore, Cummings, Stevens, Auden, Wilbur, Nash

ACTIVITIES

1. Read and discuss in class one assigned poem by each of the traditionalists. Discuss similarities and differences in these poems.

2. Discuss individual characteristics of traditionalist poets.

3. Play Millay's own recording of "Renascence," with the class following the lines (page 30). Discuss the poem, using the text questions as focus.

4. What is the "New Poetry"?

5. Have pupils read aloud one of Vachel Lindsay's poems (i.e. "Daniel," page 75; "Two Old Crows," page 78; "The Santa-Fe Trail," page 80).

6. Assign sample poems from the form experimentalists, to be studied at home, read aloud, and discussed in class.

7. Read "Patterns," page 114, and discuss the form, its effect; and the differences from traditional form.

8. Read samples of the language experimentalist poems. (i.e. "The Unknown Citizen," page 185; verses by Ogden Nash, pp. 202-203.)

9. Write an essay expressing response to one of the poems (assigned or freely chosen) from any read by the class this semester.

Sound and Sense, Chapter 15, Judging a Poem

A. Read "God's Will for You and Me" - page 205 and "Pied Beauty" page 205.

   1. Note similarities of the two poems.

   2. Note the differences.

   3. If you were judging A - B, how would the poems rank? Why?

PROCEDURES FOR SEMESTER COURSE

1. Promote daily class discussions.

2. Have students keep notebooks.

3. Use records of poetry readings.

4. Test occasionally on a short story or poem that has not been discussed in class.

5. Attend poetry reading whenever possible at local colleges and universities

6. Ask any "poets-in-residence" or "experts" to speak to the class.

7. Play records of popular songwriters, paying particular attention to the lyrics.

8. During first nine weeks each student will write a short story. He will also give an oral evaluation of a short story of his choice.

9. During the second nine weeks each student will write original poetry.

EVALUATION

The student should be able to explain a poem in some depth, with attention to meaning, form, and sound.

648 LITERATURE OF THE AMERICAN WORLD OF SPORTS (1 - 3)

COURSE DESCRIPTION

By reading sports selections from various facets of the American sporting world, the student will gain an insight into the impact of professional and amateur sports on American society and the factors in athletic competition which reflect the values of our society. Students will be expected to do outside reading to enrich their knowledge of the significance of sports. Films and speakers will be utilized as supplementary factors at various intervals for the duration of the course.

OBJECTIVES

The student will:

1. develop an understanding of the history of sports in American society.
2. gain insights into the psychology of competition and how it influences all segments of society.
3. examine the factors in athletic competition and how they reflect the attitudes and values in American society.
4. gain an appreciation for the work, sacrifice, and dedication that are prime factors in athletic success.
5. develop insights into athletics as a career.
6. appreciate the role of sports in aiding ethnic minorities to gain personal recognition.
7. study the mechanics of various sports and gain insight into their appeal to spectators and participants.
8. examine and analyze dominant sports personalities in terms of values, ethics, and charisma.
9. understand the unique anxieties, pressures, and emotions which confront the athlete.
10. develop a desire to participate in sports during leisure time.

OUTLINE

I. Time: one week - Introduction to Basketball

Topics: (Whenever feasible mimeographed sheets in each topic area will be distributed.)

1. History of the game
2. Rules and format
3. Fundamental skills
4. The appeal of the game
5. Careers in professional basketball

Audiovisual Materials

Bill Russell's Red Check training films: basketball techniques demonstrated by professional stars

II. Time: one week

Text: They Call Me Coach: John Wooden

Topics:

1. Translating a personal philosophy of life into a successful coaching philosophy
2. Sacrifice and work as the foundation of success
3. Pressures: what they are and how to deal with them
4. Wooden's "Pyramid of Success"

Audiovisual Materials

1. 16mm film: "Basketball Highlights of 1949"
2. 16mm film: "Basketball Highlights of 1971"

Suggested activities:

1. Class discussion
2. Objective test

III. Time: two weeks

Text: Go Up for Glory: Bill Russell

Topics:

1. Racial prejudice in athletics
2. Opportunities in sports for minority groups
3. Financial aspects of the professional athlete
4. Anxiety and fear in professional athletics
5. Specialized problems of coaches and players

Activities:

1. Oral reports
   a. Why I admire a particular athlete
   b. Why I don't admire a particular athlete
2. Short essay quizzes

IV. Time: one week - Introduction to Boxing

Topics: (Printed materials for each topic area will be distributed.)

1. History of the sport
2. Format and rules
3. Fundamental skills
4. Discussion of sport's appeal
5. Career potential

V. Time: two weeks

Text: In This Corner: Peter Heller
Autobiographical essays based on recordings of interviews with famous former boxing champions.

Topics:

1. Socio-economic background of boxers
2. Physical and attitudinal qualities of boxers
3. Boxing: actually a sport?
4. Dangers in boxing
5. Boxing and crime
6. State and federal regulation of boxing
7. Should there be a program of interscholastic boxing?

Audiovisual Materials:

8mm movie: Film highlights of famous fights

Activity:

1. Possible fieldtrip to Portland Exposition Building to see Portland-based World Boxing League team in action.
2. Speaker: Manager, referee, judge, or professional boxer

VI. Time: one week - Introduction to Football

Topics:

1. History of the game
2. Format and rules
3. Fundamental skills
4. Discussion of game's appeal
5. Career potential

VII. Time: two weeks

Text: Paper Lion: George Plimpton

Topics:

Insight into the world of the professional athlete through actual participation in games and practices.

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Audiovisual Materials:

16mm films: South Portland football games
College highlights

Activities:

1. Class discussions
2. Speakers (coaches, players, officials)
3. Objective quizzes

VIII. Time: three weeks - Thematic Unit

Text: Winners Never Quit: Phil Pepe

Topics:

All stories are about famous athletes who overcame personal hardships to achieve success.

Audiovisual Materials:

16mm films: PGA and U. S. Open Golf tournament highlights

IX. Time: five weeks

Text: Anthology of Sports Literature: Brady and Hall

Topics:

1. Sports as a microcosm of life
2. Sports as escape from reality
3. Social issues in sports
4. Heroes and villains
5. Famous writers who began careers as sports writers

Audiovisual Materials:

Miscellaneous filmstrips, records, and 16mm movies

Activities:

1. Outside reading
2. Book reports
3. Speakers
4. Essay tests and quizzes

X. Supplementary sources will be Sports Illustrated magazine and the sports page of the Portland Press Herald.

Supplementary texts: Incredible Athletic Feats: Jim Benagh
Sports Shorts: Mac Davis

649 SELECTED BRITISH AUTHORS (3 - 5)

COURSE DESCRIPTION

In this course students will examine the writings of influential British poets, playwrights, and novelists including Chaucer, Shakespeare, Milton, Pope, Hardy, and Orwell. Students will consider the effects these writers have had on the course of literature while discussing the values portrayed in their works. The course will be taught chronologically with emphasis on the historical background of each literary period.

OBJECTIVES

The student will:

1. sample a variety of British authors and examine values expressed in their literary works, thus using literature to aid in the formation of student values.
2. further develop critical reading skills such as recognizing tone and understanding figures of speech.
3. discover ways in which a knowledge of literature contributes to an understanding of the major human concerns of an historical period.
4. acquire practice in research and writing.
5. improve oral communication skills.

OUTLINE

The materials for this course have been selected after considering not only the above objectives but also the availability of texts already owned by South Portland. As a result, this course will be essentially a rapid survey rather than an in-depth examination of selected authors.

The basic text will be Adventures in English Literature (see list of materials) supplemented with one play of Shakespeare, Hardy's Return of the Native and Orwell's Animal Farm. The text offers much latitude in selection of material as there is much more literature than can be read in one semester. The text includes excellent reading and composition guides which accompany the literature. The following outline requires concentrated effort and would need to be edited for a class that lacks the ability to learn rapidly.

Period of Literature	Material To Be Included*	Additional Activities Suggested*	Time Allotted
I. Anglo-Saxon	Lecture on historical aspects of the period	Film strip: High School Library	1 week

* Pages refer to Adventures in English Literature unless otherwise noted.

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Period of Literature	Material To Be Included	Additional Activities Suggested	Time Allotted
	pp. 28-38 Beowulf pp. 39-46	"Anglo-Saxon, Celt, Norman"	
II. Medieval	Lecture on historical aspects of the period pp. 50-59 English and Scottish Ballads, pp. 49-65 Chaucer, pp. 68-83 "The Nun's Priest's Tale", pp. 86-93	Read any other Canterbury Tale of student's choice Write synopsis of tale in class	1 1/2 week
III. Elizabethan	Hamlet in text or separate edition Lecture on historical aspects of period pp. 101-127 Hamlet-separate text	16mm Films Prime Resource Center "The Age of Elizabeth" "What Happens in Hamlet" "The Poisoned Kingdom" "The Readiness is All"	4 1/2 weeks
IV. 17th Century	Lecture on history pp. 210-217	Milton, pp. 224-225 Read aloud and discuss selection from Paradise Lost	1/2 week
V. 18th Century	Lecture on history pp. 260-279	Read and discuss Pope's Rape of the Lock pp. 270-279	1 1/2 weeks
VI. Romantic (19th Century)	Lecture on history pp. 348-445	Read aloud and discuss selections by Byron, Shelley, Keats Filmstrips: High School Library "The Romantic Age"	2 weeks
VII. Victorian	Lecture on historical aspects of period pp. 450-461	Read: Return of the Native 16mm Films Prime Resource Center "Charles Dickens" "Great Expectations"	4 weeks
VIII. The Modern Era (20th Century)	Lecture on history pp. 552-558 Short story-select from text Pygmalion, pp. 714-769 Animal Farm-Orwell separate edition		3 weeks

Objective type tests on historical background and literary selections are available in special test booklet accompanying Adventures in English Literature.

650 FOLKLORE (1 - 5)

COURSE DESCRIPTION

This course is for the student who wishes to learn the origin of traditional beliefs, legends, sayings, and customs of our region here in the Northeast. The course will increase the student's awareness of the conventional myths of our culture through pursuing projects in whatever related topics interest him and by sharing these findings with the rest of the class. By delving into a disappearing part of our American culture, this course also is designed to tap some of the latent talent and energies of our high school students. A major project, to be done cooperatively with the art and printing departments, will be a publication for which students will conduct and tape interviews, write stories and articles, take photographs, and lay out the magazine.

OBJECTIVES

The student will:

1. learn to take pride in one's heritage.
2. recognize the value of folklore as literature.
3. search for materials and information about local traditions.
4. organize, produce and publish a magazine dealing with local customs and folklore.
5. learn English skills necessary in writing magazine articles.
6. learn to interview people and learn to recognize vital information.
7. learn photographic techniques and film development.

TEXTS

American Folklore - Dorson

American Folklore - Poulakis

You and Aunt Arey - Wood

The Crucible - Miller

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Week 1:	The Beginnings of Folklore Interviewing Techniques
Week 2:	Use of the Camera Review interview techniques
Week 3:	Telephone Contact and Interviews
Weeks 4 and 5:	Transcribing Writing Rough Drafts
Week 6:	Final Copies and Paste-ups
Week 7:	Indian Folklore Typing
Weeks 8 and 9:	Paste-up of Magazine Layout of Magazine
Week 10:	Superstition and Tales of the Supernatural
Week 11:	Black Folklore
Weeks 12 and 13:	New England and Maine Folklore
Week 14:	Children's Folklore Collate Magazine
Week 15:	Folk Medicine Sell Magazine
Week 16:	Heroes
Week 17:	Present and/or Future Folklore
Week 18:	Evaluation and Over-all View

OUTLINE

I. Time: Week 1

Topic: The Beginnings of Folklore and Interviewing Techniques

A. Questions to be resolved.
    1. What is folklore?
    2. How did folklore begin?
    3. What purpose did it serve?
    4. Why have the stories been preserved?
    5. What have you gained from studying this unit?

B. Read You and Aunt Arey.

C. Discuss interviewing techniques.

D. Show movie Foxfire.

II. Time: Week 2

Topic: Use of the Camera
    1. Developing techniques
    2. How to take a picture

Review interviewing techniques
    1. Bring in guest speaker (check with newspaper).
    2. Develop interviewing techniques.
    3. Develop interview instrument.
    4. Show them how to use tape recorders.
    5. Have each student interview another person, record the interview, and transcribe it.
    6. Teach transcribing.

III. Time: Week 3

Topic: Telephone contact and interviews

IV. Time: Weeks 4 and 5

Topic: Transcribing and rough drafts

V. Time: Week 6

Topic: Final Copies and Layout Techniques

VI. Time: Week 7

Topic: Indian Folklore
Do individual reports.
Show movie "The Indians."
Read and discuss American Folklore, pp. 47-60.

VII. Time: Weeks 8 and 9

Topic: Paste-up Magazine

VIII. Time: Week 10

Topic: Superstition and Tales of the Supernatural
Discuss Salem Witchcraft trials.
Read The Crucible.
Bring in examples of superstition.

IX. Time: Week 11

Topic: Black Folklore

A. Questions to be resolved:
1. How has segregation influenced the South?
2. How does Southern folklore differ from that of New England or other parts of the country?
3. What characteristics make Black folklore unique?
4. How has Black folklore changed over the years?
5. What dominant motive do you find in Black folklore today?

X. Time: Weeks 12 and 13

Topic: New England and Maine Folklore
1. Play "Bert and I" record.
2. Discuss Maine humor.
3. Discuss sea traditions.
4. Discuss lumbering.
5. Show Paul Bunyan movie.
6. Compose a list of Maine sayings and slang.
7. Write a travel brochure of Maine.
8. Show films of Maine.

XI. Time: Week 14

Topic: Children's Folklore
1. Discuss jumprope jingles.
2. Discuss nursery rhymes.
3. Make a booklet of rhymes and jingles.

Collate magazine.

XII. Time: Week 15

Topic: Folk Medicine
1. List methods of medicine.
2. Discuss validity.

Sell Magazines
1. Publicize magazine.
2. Distribute magazines.

XIII. Time: Week 16

Topic: Heroes

1. Make a list of past and present heroes.
2. Contrast legend and fact.
3. Write paragraph about a real hero and the myths surrounding him.

XIV. Time: Week 17

Topic: Present and/or Future Folklore

1. Discuss values.
2. Discuss heritage.
3. Trace your family tree.
4. Discuss advertising.
5. Make a list of present day folklore.

XV. Time: Week 18

Topic: Evaluation and Overall View of the Course

A. Questions to be resolved:

1. What have you learned of your heritage?
2. What have you gained from this course?
3. How has the magazine helped you?
4. What have you learned from publishing the magazine?

B. Activities

1. Review the course.
2. Collect semester projects.
3. Discuss what folklore means to each of us.
4. Develop a dominating motive in American folklore.
5. Discuss conclusions to be drawn about America as reflected in its folklore.
6. Discuss any problems with the magazine and general reaction to the publication.
7. List any problems and how they might be overcome.

PROJECTS:

Collect jump rope jingles and jingles from other children's games and taunts. Use as many different sources as possible.

Collect tales or superstitions from Canada. Discuss how they reflect the different culture in which immigrants were born - also Indian and Shaker Village.

Collect examples of modern superstitions. Investigate the origins of these superstitions and the purpose they serve.

Collect religious tales and jokes not included in the Bible. Classify them in your essay and discuss possible reasons why these tales evolved and what purpose they serve.

Collect children's songs and tell what purpose they serve.

Collect square dance calls. Trace the origins of square dancing from the slaves to today's square dance clubs popular throughout the nation.

Collect *folklore of* Maine. Investigate why these stories began and what purpose they served. How do they reflect attitudes of Maine?

PROCEDURES

1. Every student is expected to get involved in all aspects of the magazine organization and production.

2. Every student is expected to do a major project on some aspect of folklore to be passed in at the end of the course.

3. Part of the grade will be determined by the acceptance of assignments, by the following through of assignments, and by the completion of assignments.

652 A STRANGER IN THE CITY (1, 2)

COURSE DESCRIPTION

This course is designed to expose students to the problems teenagers face in a large city. The conflicts include crime, race and nationality, poverty and family, and general survival and adjustment. Students will be expected to select and read stories from these categories, be familiar with the problems involved, and suggest solutions for each situation -- either in discussion or in written form. Work will be done in small groups and on an individual basis.

OBJECTIVES

The student will:

1. encounter some aspects of teenage city life, which may be unknown to him.
2. learn new vocabulary (taken from context).
3. participate in discussions in order to consider each others' solutions to a conflict.
4. examine values in problem-solving/decision making.
5. improve writing skills via original short stories of conflict.
6. emphasize the complete sentence in all written materials.
7. improve reading comprehension.

OUTLINE

The course should be taught on a modified individualized basis. The students will select stories and/or novels from a predetermined list for each of the four categories listed. They will read a story, write answers to questions on each story, discuss solutions and problems with partners, groups, and/or teacher, correct grammatical errors, and continue to the next story. After reading a specified number of stories (which should depend on the reading ability of the students), the students do a project -- a poster, play, short story, collage, etc., dealing with that particular category. The project should express the student's or students' interpretation and solution of the conflict.

On completing a unit, the student is responsible for all spelling words, vocabulary, and grammatical errors that he made and corrected. If the errors are repeated in future units, extra exercises and drill should be given by the teacher (either individually or in groups). This activity is class work.

Outside assignments will include reading at least one novel (selected from the school library) which should supplement the required novels and the "city" short short stories.

REQUIRED READING: Up the Down Staircase
The Boy Who Could Make Himself Disappear
Street Scene

Selected short stories from the following books:

- Against All Odds
- Breaking Loose
- Cities
- Challenges
- Conflict
- Crosscurrents
- Dreamers of Dreams
- Encounters
- Forces
- Impressions In Asphalt
- In Others' Eyes
- I've Got A Name
- Me, Myself and I
- Playing It Cool
- Tomorrow Won't Wait
- Twice Fifteen
- What's Happening
- With It

CRIME:

Me, Myself, and I	"First Offense"
	"American Dilemma"
Against All Odds	"Jim the Scratch"
	"A Good Little Feature"
	"Word of Honor"
	"Tell-Tale Heart"
Conflict	"The Sniper"
	"The Ransom of Red Chief"
Cities	"The Town Where No One Got Off"
	"North Town"
Encounters	"The Parsley Garden"
	"Thank-You M'am"
	"I Heard A Knock on the Door"
Tomorrow Won't Wait	"The Murderer Lives Upstairs"
	"Half a Gift"
Impressions in Asphalt	"Dino"
With It	"My Mother's Goofy Song"
	"Some Get Wasted"
	"The Restless Ones"
	"Silent Hostages"
What's Happening	"Harlem Summer"

RACE:

Me, Myself, and I	"American Dilemma"
	"The Land of Room Enough"
	"A Rent Striker"
	"Selma Leaders"
Against All Odds	"The Road to Knoxville"
Cities	"Manuel's Secret
	"Saudin Speaks"
	"The Girl From Puerto Rico"
I've Got A Name	"We Ain't Poor, Just Broke"
Challenges	"The Health Card"
Encounters	"Thank-You M'am"

Crosscurrents	"After You My Dear Alphonse"
	"Black Like Me"
	"Ha'Penny"
In Others' Eyes	"Mama, Look I'm Trying to Explain"
	"The Eyes of Mr. Lovides"
	"My First Boss"
Playing It Cool	"The Day I Learned Shame"
	"I Have A Dream"
	"The Boy in the Mirror"
	"After You My Dear Alphonse"
	"The Test"
	"That's Me"
	"A Choice of Love"
Impressions in Asphalt	"A Person as Well as a Female"
	"Puerto Rican Paradise"
	"Rat Joiner Routs the Klan"
	"Monday Will Be Better"
	"Wings on His Shoulders"

POVERTY/FAMILY ADJUSTMENT:

Cities	"First Day At School"
	"Catastrophe In Washington Square"
I've Got A Name	"Why the Iceman Stopped Coming To Our Flat"
	"The Reason Why Mother Should Win An Oscar"
	"We Ain't Poor, Just Broke"
	"The Sneaker Crisis"
	"Mama and the Hospital"
	"Two Lickings"
Breaking Loose	"Half a Gift"
Encounters	"The Parsley Garden"
In Others' Eyes	"A Matter of Pride"
Playing It Cool	"Everything But Money"
Impressions in Asphalt	"A Person As Well as a Female"
	"Puerto Rican Paradise"
	"The Kitchen"
	"Buying a Suit on Eastside"
	"The Land of Room Enough"
With It	"Cutting Out"
Twice Fifteen	"Welcome Home"
What's Happening	"Rockpile"

SURVIVAL:

Me, Myself and I	"The Failure of Friends"
Against All Odds	"Is My Coat Ready"
	"After Twenty Years"
Conflict	"Sucker"
	"The Use of Force"

Cities	"The Wise and the Weak"
	"The Romance of Art and Natural History"
	"Night Game"
I've Got A Name	"I've Got A Name"
Forces	"The Tuxedos"
	"Antaeus"
	"Ah, the University"
Breaking Loose	"The Glass Slipper"
	"Too Early Spring"
	"Sherrel"
	"On the Sidewalk Bleeding"
Challenges	"The Death and the Dawn"
	"Brass Knuckles"
	"Sorry, Wrong Number"
Encounters	"The Pocketbook Game"
	"A Summer's Reading"
In Others' Eyes	"Antaeus"
	"The New Kid"
Tomorrow Won't Wait	"Going Home"
	"The Murderer Lives Upstairs"
	"The Test"
	"The Last Spin"
Playing It Cool	"Mrs. Sandoval and Mrs. Macauley"
	"The First Skirmish"
	"Every Man's Got To Pick His Time"
Impressions in Asphalt	"Sucker"
	"Hyman Kaplan Samaritan"
	"Getting Quick Rich"
	"Antaeus"
	"Dino"
With It	"Trapped"
	"Charlie Among the Birds"
Twice Fifteen	"What Ever Became of Agnes Mason"

Musical Selections:

Records:

Simon and Garfunkel - "The Boxer"
"Sounds of Silence"
"Bridge Over Troubled Waters"
Peter, Paul & Mary - "Blowing in the Wind"

"The Cities: People and Their Problems" filmstrip/record - #26H

653 SCIENCE FICTION AND HORROR STORIES (1 - 3)

COURSE DESCRIPTION

This course is designed for students to read and enjoy popular works by men like H. G. Wells, Isaac Asimov, and Edgar Allan Poe. Two anthologies, one for science fiction and one for horror, will be offered as well as some novels: The study of both genres will relate their various themes--such as the occult, the effects of advanced technology, and escapism--back to the individual and his place in society.

OBJECTIVES

The student will:

1. consider and evaluate popular contemporary themes, such as the occult and technology.
2. evaluate how the different times (past, present, future) shape our lives today.
3. discuss what our place in today's and the future's technocracy is.

OUTLINE

1. 4 - 6 Weeks - Fantasy: Shapes of Things Unknown (Scott Foresman) is an anthology of stories grouped into five units, each of which examines a different theme from the world of fantasy - discrepancies between appearance and reality, the power of evil, encounters with the inhuman, preternatural powers and weaknesses, and the occult.

   Possible discussion: Is reality the opposite of fantasy, or is reality the result of worked-out fantasies? Have you any hope of your fantasies coming true? Explain.

2. 2 Weeks - Devils and Demons (Rod Serling) is a collection of fourteen "fantastic" stories of the supernatural and science fiction written by master storytellers of the past and present.

   Possible project: Many poems are based on "fantasy" or "science fiction." Look through a number of contemporary poetry anthologies and prepare a study of science fiction and fantasy elements in modern poetry. Particularly helpful might be the world of W. H. Auden, Dick Allen, James Dickey, and D. M. Thomas.

3. 1 - 2 Weeks - 50 Great Horror Stories (ed. John Canning) is a powerful collection of tales of witches, vampires, werewolves, vengeful spirits, and sudden victims. All of the stories "have in common the fact that they are either true, have been recorded in contemporary documents as fact, or have become such a prevailing folk myth as to suggest some evidence of actual occurrence."

Possible project: Write your own horror stories. Utilize elements of the horror story, such as juxtaposing the ordinary with weird and using traditionally "horrible" settings.

4. 1 Week - Twilight-Zone (Rod Serling) is a short collection of science fiction and horror stories, and is therefore a good one to use to move onto the more orthodox science fiction genre.

   Possible project: Elements of science fiction and fantasy are increasingly present in the work of many writers not normally considered as working in the genre. Do a study of such elements in the stories and novels of noted mainstream writers such as Richard Brautigan, Doris Lessing, Donald Barthelme, Norman Mailer, John Updike, Thomas Pyncheon, Bernard Malamud, Joyce Carol Oates. Will mainstream and science-fiction approaches to literature ultimately merge? Have they merged already?

5. 6 Weeks - Science Fact/Fiction (Scott Foresman) is an anthology of science fiction stories that focus on what might be counter-balanced with factual articles on what is. This combination explores all three objectives of this course.

   Possible discussion and project:
   1. Many, if not most, of Jules Verne's imaginative creations are now reality: the submarine, underwater diving suits, the ability to synthesize food from raw ocean material. Can Verne's stories still be called "science fiction," or are they fantasy? What current visions do you think will become reality?
   2. If you could control the future of the world, what new inventions would you allow? What new or old inventions would you ban?

6. 3 - 4 Weeks - Brave New World (Aldous Huxley) is a futuristic novel which satirizes Western civilization by describing the condition in which it might find itself some 600 years from our time. The novel takes contemporary cultural trends to shocking and fantastic extremes. The student evaluates these extremes in terms of the three objectives stated in this course.

   Possible discussion:
   1. Name writers other than Lucian and Jonathan Swift who have used science fiction as a vehicle for satire. In each case, does the author have a realistic and objective view of human nature? Explain. Should science fiction teach moral lessons?
   2. Is change progress? Are progress and/or change necessarily good? Give specific instances in which it might be better if progress actually meant moving backward.

7. 3 - 4 Weeks - 1984 (George Orwell) is both a satire of totalitarian barbarism and a warning about man's dehumanization. Objective three in this course is especially relevant to this novel.

   Possible projects:
   1. The year is 1984. Time has passed normally and you are

now an adult. Describe a typical week of your life, including recreation as well as work. Include thoughts of transportation, education, dress, music, ecology, crime and food. What will be your attitude concerning the people around you? What kind of occupation might you have that does not exist today? Or, if the occupation exists, how will it have changed? Are you looking forward to the year 1984?

2. Read a history of Communist China and compare its society, under Chairman Mao, to the society described in Orwell's 1984. Or do the same with Stalinist Russia.

8. 3 Weeks - Sirens of Titan (Kurt Vonnegut) is a contemporary work that is more than "just" a science fiction novel; it is also a prophetic vision that audaciously attempts to provide answers dealing with Life, and is therefore oftentimes philosophical in nature.

Possible projects and discussion:

1. Look closely at some of the pictures of Earth taken from the moon, or telescopic pictures of the galaxies. How do these photographs affect your perspective? Prepare a paper on how the feelings of immensity or smallness might be affecting and continuing to affect the collective mind of the human race.
2. Do you think escape is necessary? What kinds of situations or thoughts cause an escapist reaction in you? What means of escape do you usually use (television, reading, music)? When does escape become harmful?

AUDIO VISUAL MATERIALS

A. "Jules Verne to Ray Bradbury": a three-part science fiction sound/slide set

B. "George Orwell" filmstrip set

C. "Wells: Time Machine/War of the Worlds": record R 861

D. "Around the World in 80 Days": record 837 b

E. "Poe Stories: The Black Cat and The Masque of the Red Death" (record)

F. "That Strange Mr. Poe" filmstrip

G. "Dr. Jekyll and Mr. Hyde" filmstrip

FINAL NOTE

It is difficult to classify contemporary science fiction, just as it is to do it for any contemporary problem. It is impossible to plan the future, but science fiction can help us ask the right questions about it, since it helps us look "inward" as well as "outward."

654 WORLD LITERATURE (3 - 5)

COURSE DESCRIPTION

Main objectives of this course are for students to understand a foreign place, its culture, and its values from a particular individual's (the author's) point of view and to appreciate literature from other countries as well as their own. Students will explore the themes of man's destiny and his ability to control it, the relationship between generations, the effect that wealth or the lack of it has on people, and man's place in society and the world. A desired objective is to have the students apply these concepts to themselves. Literature from England, France, Germany, Russia, Greece, and South Africa will be read. As a major project each student will write an expository paper dealing with his choice of book and topic.

OBJECTIVES

The student will:

1. explore with an author the culture and values of some foreign place.
2. sample literature of countries not his own and recognize some of their specific contributions.
3. experience various great themes of world literature.
4. complete written and oral projects pertinent to the literature read.

OUTLINE

I. Western Literature: Themes and Writers, an excellent anthology beginning with Greek times and going up to modern times, is the basic text used in the course. The book is concept oriented. "This book contains five vital themes: Conflict of Wills, Choice and Consequence, Know Thyself, The Foibles of Man, and Critics of Society. Each theme begins with one of the five major works contained in this book: Antigone, Macbeth, The Secret Sharer, The Metamorphosis, and An Enemy of the People. The major work in each unit frames the basic question which will be the concern of all of the selections within the unit. Each of these works crystallizes a major human dilemma which has been the focus for many of history's most influential writers. Each is long enough and rich enough to permit the reader to discover and assess the dominant concern of each unit."

Furthermore, each major theme is amplified with supplementary themes and selections of prose, poetry, and art. In this way, "the interaction of the graphic and literary arts broadens the teaching of literature into the teaching of the humanities. The exploration of each theme is effectively aided by the vision of major artists and sculptors of the Western world."

Methods:

1. Galleries (interaction of graphic and literary)
2. Study notes, which are divided into four major sections, are designed to produce a greater understanding of the reading selections and the themes which they illustrate.
3. Unit teaching attempts to move the student progressively toward a full understanding of the theme while at the same time treating the unit as a single whole work in itself.
4. Reading supplementary literature
5. Evaluation and testing
6. Guest speakers and audio visual material when appropriate.

II. Conflict of Wills: Father and Sons (Ivan Turgenev) is a nineteenth-century Russian novel which deals with the freedom of the serfs just before their emancipation, and the universal conflict and differences that exist between generations.

Weeks 1 - 4:

Suggested projects:

1. Think of a real-life clash between two strong-willed persons and discuss the reasons for the conflict and the reasons why the individuals took the positions they did.
2. Propose a situation in which two strong-willed persons clash; then ask each student to write his own resolution to the conflict. Discuss as class afterward.
3. Discuss the conflict of wills on a personal, community, or international level.
4. Other concepts: Nihilism and its application today.

III. Conflict of Wills, Choice and Consequence, and the Effect of Wealth or the Lack of it on people: Cry, The Beloved Country (Alan Paton) is a twentieth-century novel which deals with South Africa's racial problems as dramatized by the interactions of a white and black family. More than this, it transcends to the level of man's universal humanity/inhumanity to man.

Weeks 5 - 9:

Suggested projects:

1. Undertake the projects listed under Fathers and Sons.

2. Ask the students to discuss - orally or in writing - an important choice they had to make and the consequences of their decision. Consider: what happened that they could not foresee, how the consequences have changed them, the role that fate or chance played, and their motives for making the choice they did.

3. List a number of pairs of alternative choices on the board and have students speculate on how the choice of one or the other alternative could lead to radically different consequences.

4. Relate the novel's characters' financial problems to those of today.

5. Consider decision-making skills, values strategies. Work with guidance counselor on suitable classroom activities.

6. Deal with the novel from a sociological point of view:
   a. South Africa today
   b. the apartheid system

IV. Choice and Consequence, The Foibles of Man: The Stranger (Albert Camus) is a short existential novel about a man who commits a seemingly senseless murder, which becomes a turning point in his life. The reader considers concepts like loss of identity and desensitization by society.

Weeks 10 - 12:

Suggested projects:

1. Employ numbers 2 and 3 under Cry, The Beloved Country.

2. Discuss the meaning of the word foibles. Write the phrase The Foibles of Man on the board and ask students to write on their own papers whatever comes to their minds when they think of the phrase. After ten or fifteen minutes, collect the papers and read and discuss some of the more interesting ones.

3. Ask students to make up two lists (or to write two themes). In the first list, ask them to list (or describe) some of the foibles they have seen in the world. In the second, they should list (or describe) some of their own foibles. Which list was easier to do and why?

V. Know Thyself, The Effect of Wealth or the Lack of it on People: The Good Earth (Pearl Buck) takes place in Northern China in the early twentieth century. It is a novel written in an almost pastoral style which describes the cycle of birth, marriage, and death in a Chinese peasant family.

Weeks 13 - 15

Suggested projects:

1. Employ 4 under Cry, the Beloved Country.

2. Discuss the effect of materialism, at the expense of spiritual or inner development, on human beings.

3. Ask students to write autobiographies discussing who they are, how they know who they are, and perhaps also the advantages and disadvantages of self-knowledge. These need not be polished themes if done to motivate the novel, and it might be interesting to hold these essays until later to revise in the light of what they have learned about "knowing yourself."

4. If it seems advisable that students not be as personal as 2 above, they might simply write on the advantages and disadvantages of possessing self-knowledge. Or the topic can be narrowed somewhat by asking for an essay on merely one side or the other. For example, discuss this topic: If one is a very limited person, it is better not to seek self-knowledge.

5. Ask students to project themselves into an unfamiliar situation, a situation in which a great deal of responsibility is thrust upon them. Perhaps discuss how one's degree of self-knowledge affects one's ability to perform in unfamiliar situations.

AUDIO VISUAL MATERIALS

1. Kafka: Tom Klise filmstrips (with record)
2. Camus: Tom Klise filmstrips (with record)
3. Tales of Kafka: record from Listening Library, 1975.
4. Fathers and Sons: a filmstrip from Listening Library, 1975.
5. Appropriate selections from filmstrip set, Kenneth Clarke's Civilization.
6. Many filmstrips on South Africa in the library.

660 INDEPENDENT STUDY IN ENGLISH (1 - 5)

COURSE DESCRIPTION

An opportunity for independent study will be offered to a limited number of students, subject to approval by the English Department Chairman and Principal. The student who elects this course will work under the supervision of an assigned advisor. Phased credit will be determined by the Department Chairman and Principal.

OBJECTIVES

The students will:

1. develop self direction and responsibility for their own learning.
2. have an opportunity to study subject matter not covered in other English courses.
3. learn research and organizational skills.

OUTLINE

Students' proposals to do independent study should state exactly what they want to do. Ordinarily, students should propose a project which will not duplicate the work in a regular course. Both the students and advisors will carefully review proposals and set up the requirements for completion.

Because of the nature of independent study, there is no suggested outline. Students are, however, expected to do at least as much work as they would do in one of the other elective courses carrying a like phase number. While the burden is on students to carry out the details of their proposals, teachers should check students' progress frequently.

SENIOR CAREER DAY

All of us have had the experience of submitting to an interview. The session may have been relaxed and casual or it may have been tense and a harrowing experience. The Guidance Department at South Portland High School, in its continued commitment to the value and need of Career Education, initiated a program which would involve all Seniors in a real life situation, so as to enable all 321 members of the class to experience an interviewing session with a local professional personnel person.

The overall objective was to have the students involved in the interviewing process. As sub-goals, we wanted these young people:

a. To stimulate their thinking prior to the interview experience.
b. To have them look at themselves and consider what their values are in terms of past and present choices they have made in all phases of their lives.
c. To think through their goals - whether the sought-after job would be for security, happiness, or advancement.
d. To have the opportunity to have their interview evaluated by a professional interviewer.
e. To discuss with them the social aspects of an interview - e.g. a feeling of ease rather than tension.
f. To receive constructive criticism from the interviewers so as to assist them in future interviews.

The entire process, which culminated in Senior Career Day, took up eight class periods. The senior English teachers were most cooperative and were involved in the planning of this activity. A detailed plan was worked out between the Guidance and English Departments as well as detailed information sheets, which were exchanged as the process evolved.

The four guidance counselors and guidance assistant found themselves before separate English classes on the Monday morning following April vacation armed with a "Values Clarification Packet." In this packet were included materials which the student would use in the two days of exercises with the counselors. On the first day, two of Sidney Simon's strategies were used - "Twenty Loves" and "Coat of Arms." On the second day, life priorities were listed and rated, a forced-decision exercise was used, a career awareness form was filled out by each student, and a "use of leisure time" form was developed.

In the last session with the counselors, each student selected three representatives by whom he/she would like to be interviewed. The interviewers were representative of business, education, Armed Services, Employment Security Commission and Apprenticeship Programs. Each student was assured that he/she would receive one of the three choices. It was also pointed out that all seniors would experience at least two interviewing sessions of 12 minutes each. (In reality, many had three interviews.) It was made clear to the students that no employers were coming here with job offers, that this was to be purely an experience in interviewing. It was also stated that if by chance a student impressed an employer favorably that any forthcoming future job offer would be up to the employer.

The English teachers returned to their role on the third day and spent the time briefing and discussing with their students the interviewing process, the selling of oneself, the "how to" of seeking employment. Also, they began formal instruction in the writing of a resume. These were written by the student in his/her own handwriting.

On the following Monday, all senior English classes met in the group guidance room where a counselor showed them a professionally prepared video-tape on the "do's and don'ts" of interviewing. A discussion and role playing exercises made this a meaningful session.

While the teachers were conducting the above in-class program, the Guidance personnel was involved in the monumental task of juggling 321 students with 46 interviewers. We strove to give each student at least one interview of his/her choice. Two or three classes were scheduled during five regular school periods, with an average of 65-70 students per period. By a series of cross-checking methods, we finalized our schedules of interviews, preparing a master sheet for each interviewer and an individual schedule card for each interviewee.

The interview assignments were given to the students on the day prior to the interviews. The method of scheduling was explained and final questions were answered. Where possible, a few changes were made at that time so that the majority of the students were quite content with their interview assignments.

Physical arrangements involved volunteers from many areas. The students from Office Practice did much of the preliminary typing and collating of materials and filled the senior placement folders. The card tables were borrowed from a neighboring school; the chairs were brought in by our maintenance crew; and the Key Club members had the job of setting up the tables and chairs according to a floor plan.

May 7 dawned as another vital spring day and the activity within the school's gymnasium was just as vibrant as the day. By 8:30 A.M. the interviewers had made their appearance and were enjoying coffee and donuts which had been prepared by the Home Economics students. At this time, Mr. Freise, the Assistant Director of Career Education for South Portland, briefed the business people. The gym was set up to provide 46 interviewing stations with numbers corresponding to the appointment cards which each student had.

The interview sessions were divided into five 45 minute sessions. As each student entered the area, he/she was given a placement folder which was filled with information ranging from "Interviewing Techniques" to "How to Spend Your First Pay Check." A waiting area was provided for those students who were not being interviewed at the time. All counselors were on duty to ensure that every student met his appointment, that time was called after 12 minutes, and, in case of an absent student, that a student was available to take the place of any absentee. Extra resumes were kept on a table in alphabetical order so that students could quickly have one in hand for unscheduled interviews.

The activity began promptly and ended four hours later. A break of twenty minutes allowed the interviewers to enjoy an attractive buffet, again provided by the Home Economics students. The Key Clubbers were on the scene to remove and return the borrowed chairs and tables as soon as the activity ended. Within a half hour, the gym had been restored to its original condition.

Coverage was provided by a local TV station as well as two local newspapers. This coverage was most positive, with the introductory statement that "South Portland does it again" opening the local 6:00 P.M. news report.

Immediately following the student involvement, on-the-spot rap sessions were conducted with the personnel people. Mr. Freise led the discussion and gathered input from the participants. The following day, a follow-up form was distributed to all senior students. The results of the follow-up indicated overwhelming support in all the phases of the lead-up and interviewing exercises, with recommendations to continue the program for future classes.

This was the most positive activity for the Career Education program to date. The huge success of this activity is attributed to superior cooperation. Our local business and educational community, which was contacted by Mr. Freise, was most generous with time and efforts. Back up people for possible cancellations were available and filled in as needed. The school administration was helpful in helping us coordinate classes to permit students the time to participate. The gym instructors relinquished the gym for the day and made alternate plans for their classes. The faculty and students made this one of the most exciting programs of the year. Key words are "cooperation," "coordination" and "involvement."

In conclusion, many fine things emerged from this process. The goal of promoting a meaningful, real life situation and providing the necessary preparation for the activity was achieved with much success. Many students and interviewers made promising contacts, and, as a result, some students received offers for both permanent and summer employment. As a result of Senior Career Day, most seniors are less apprehensive about approaching interviews for real job openings. They understand themselves and their goals a little better, because they were provided the opportunity to think about them. They will approach an interview knowing that "butterflies" are a natural part of facing a strange situation, but secure in knowing that personnel people are especially trained to put a person at ease and that, if one comes to an interview prepared, there is nothing to fear.

Andre Hemond
Director of Guidance
South Portland High School

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APP. F

Parent Student Handbook
Career Guidance

Nancy Small '76

We help you to chart
your own course.

Grades Seven Through Twelve
South Portland, Maine

CAREER GUIDANCE HANDBOOK

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South Portland, Maine
1975-1976

The project reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

FOREWORD

I'm confident I join with parents and students in expressing appreciation to the Guidance Department for this excellent Handbook. Much useful information is provided for the benefit of both the students and parents - and, significantly, I think, the Handbook brings to the forefront the need for students and parents to communicate with each other as well as with the school.

In the South Portland Schools we encourage and expect students to maintain a balanced program of work and play. With the support of the home and community we think we can develop worthiness and dignity in work and wholesomeness and fairness in play. We can, we think, build new bridges between the school and the world of work - and of life.

The school counselors and teaching staff are here to serve you - and they hope to work with both the parents and the students.

John Seekins

JOHN SEEKINS
Superintendent of Schools

AFFIRMATIVE ACTION STATEMENT

In keeping with federal and state guidelines, the South Portland School Department does not and will not discriminate on the basis of sex, race, color, religion, national origin, ancestry, age, or physical handicap, in the educational programs or activities which it operates, and is required by Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 and Title IX of the Educational Amendments of 1972 and Part 86 of Title 45, Code of Federal Regulations not to discriminate in such manner.

The requirement not to discriminate in educational programs and activities extends to employment practices in the school system and to the admission and treatment of students.

To insure non-discriminatory practices and procedures, the South Portland Board of Education, with the assistance of an Affirmative Action Committee is developing an Affirmative Action Plan and other compliance procedures.

It has also appointed an Affirmative Action Office to coordinate its efforts to comply with and carry out its policies and responsibilities regarding non-discrimination.

Inquiries concerning the application of Title VII, Title IX and Part 86 to the School Department should be addressed to the Affirmative Action Officer, Ralph W. Egers, Jr., Curriculum Office, South Portland School Department, 130 Wescott Road, South Portland, Maine 04106. Telephone 775-6501.

DEAR PARENTS AND STUDENTS -

The contents of this publication are recommended for your careful review since there is something for everyone in this handbook. It takes much effort and careful planning to organize programs which take into account the wide range of individual differences in the school population of South Portland. The guidance department is making every effort to recognize the diverse needs of all students.

It seems to me that the purpose of guidance is to provide a set of problem-solving skills and attitudes which will permit you to face new situations as they arise. Education is sometimes interpreted as developing the basic skills of reading, writing, and arithmetic. Guidance adds another important dimension to this experience - that of responsible behavior, dependability, and goal setting. Equally important is developing an awareness of possible work goals as well as taking the time to explore them.

The program of guidance services begins in grade seven. Those services dealing with emotional and behavioral disorders in the elementary grades are provided by the school nurses.

This career guidance handbook is directed to students as well as to parents. It is intended to be a useful tool, which will be read, re-read and referred to many times as your education progresses.

Andre R Hemond

ANDRE HEMOND
Director of Guidance

STAFF

MAHONEY JUNIOR HIGH SCHOOL

240 Ocean Street

Phone: 799-7386

Mr. James J. Lancaster, Principal
Mr. Ronald Adams, Counselor
Mrs. Rachel Paquette, Counselor
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Mrs. Mary Walker, Guidance Secretary

MEMORIAL JUNIOR HIGH SCHOOL

120 Wescott Road

Phone: 773-5629

Mr. Terence W. Christy, Principal
Mr. Anthony Mezoian, Counselor
Mrs. Gertrude Parker, Counselor
Mrs. Aline Leary, Guidance Assistant
Mrs. Geraldine Leeman, Guidance Secretary

Members of the guidance staff are available to students each day from 7:30 to 3:30 throughout the school year. The guidance office is also open two weeks before the opening of school and two weeks after the closing.

STAFF

SOUTH PORTLAND HIGH SCHOOL
637 Highland Avenue

Phone: 799-3471

Mr. Ralph C. Baxter, Sr., Principal
Mr. John Flynn, Counselor
Mrs. Ann Gilmore, Counselor
Mr. Andre Hemond, Director
Mr. Richard Kinney, Counselor
Mrs. Blanche Mack, Guidance Assistant
Mrs. Katherine Welch, Guidance Secretary

Members of the guidance staff are available to students each day from 7:30 to 4:00 throughout the school year. During summer vacation, a member of the staff is available from 8:00 to 12:00 and 1:00 to 3:00.

GUIDANCE SERVICES IN THE JUNIOR HIGH

Among other new experiences in junior high, you will be assigned guidance counselors for the first time. You should know the distinction between the terms guidance and counseling. Guidance refers to the giving of information. Counseling is a close working relationship between individuals and groups where self acceptance and development are explored and analyzed.

In order that you may benefit from the school guidance and counseling service, your parents are encouraged to call the guidance office at any time regarding concerns they may have. Counselors will arrange individual conferences between your parents and any members of the school personnel they wish to meet. Counselors will be present at these conferences, make recommendations, and do a follow-up. If family problems exist, counselors may suggest the services of community agencies and clinics. For those of you who have school adjustment difficulties, medical or psychological problems, recommendations will be made by your guidance counselor to those people concerned. Your parents will, of course, be notified when a referral to an agency is being considered. A unified approach involving your parents, you, and the agency should result in answers to your problem. At all times throughout your school years, close cooperation between you, your counselor, and your parents is encouraged.

Case conferences are encouraged by administrators and teachers.

At Memorial, parents of seventh graders and of students new to the school are invited to meet with the principal and counselors at informal coffee sessions in the morning. These meetings, which begin in the fall, make it possible for your parents to discuss current programs at the school, tour the facilities, and see classes in session.

Another activity at Memorial involving counselors is the weekly team meeting with teachers to discuss student progress and problems. Purpose of the session is to find methods of improving instruction and to seek remedies for problems. Following these meetings, counselors may talk with you or your parents.

You should know that information for your permanent record card begins to be compiled in grade seven. Only factual data - date of birth, parents' names, grades, attendance, and school activities - are placed in this file. Your permanent record card is retained at the high school.

Counselors and guidance assistants will encourage you to participate in volunteer programs. You might assist in a project within the school similar to the "Jaws Corps" at Memorial. If you are willing to learn and eager to communicate, you may be involved in many areas: contacting guest speakers, operating video tape and audio-visual equipment, helping others research career information. A very different project has been designed to give you volunteer work experience in the community. With parental permission, you would make a commitment to work in an area of your interest. This practical experience provides an opportunity for personal growth, self confidence, and the development of individual responsibility.

ORIENTATION TO JUNIOR HIGH SCHOOL

Sixth grade orientation begins in May with visits by the counselors to each sixth grade class. Students receive a letter welcoming them to junior high. Later a letter is sent to parents inviting them to Parents' Night. This orientation, at Mahoney, provides the opportunity for parents to meet counselors and ask questions regarding the school, the curriculum and the guidance department. Counselors from Memorial offer a slide presentation of the school facilities and classroom activities in evening sessions at each elementary school.

At Mahoney in May each sixth grade student goes through an entire daily schedule from homeroom period in the morning to the close of school in the afternoon. Seventh grade students are assigned as "buddies" to accompany them during the day. This program permits the students to meet their future teachers, become familiar with school facilities, experience changing classes, and to be introduced to the cafeteria program.

GRADE SEVEN

Before the opening of school, you and your parents are encouraged to call your guidance counselor if there are questions. Transfer students will be tested the week before school opens.

You will have an orientation program before school begins at which time you will meet the principal, assistant principal, teachers, and guidance counselors. You will follow a mini-schedule of a regular school day and receive homeroom and division assignments.

During the first weeks of school, you will review, with your counselor, the school handbook and also the career guidance handbook. This will help you learn about school procedures and regulations. Counselors will discuss the value of good study habits and adjustments to junior high. They will always make themselves available to you in the event you might have any questions. The school calendar will show that the school year is divided into four terms of nine or ten week periods.

Later you will be introduced to the Career Education program. Counselors and assistants in the Career Guidance Center will show you slides of the many phases of the program. You will study the fifteen job clusters of the United States Office of Education. All job or career opportunities are included in these clusters. You will indicate on a survey five careers which interest you. People engaged in these occupations will be invited to talk with you.

Your parents will receive a deficiency report at each ranking term if you are not doing well. They should receive it in time to encourage you to improve your grades before the end of the term. If you should later get failing grades, there will be a conference with your counselor and your parents may be urged to be present.

In early spring, you will take the STANFORD ACHIEVEMENT TEST (see Appendix A for list of tests) which determines the level of achievement in word study and in math. Later in the spring, the results of these tests will be explained and interpreted for you. If you have mathematical ability, you may be considered for the accelerated math program. Your placement in this program is based on teacher recommendation and you may be invited to take Algebra I in eighth grade. Parental approval is necessary.

You will spend time with counselors in late spring discussing specific subjects required in grade eight. You will be taking courses new to you, such as Home Economics and Industrial Arts.

In individual meetings with counselors and also in group sessions, you will have the opportunity to see in which direction you want to go. Whether you follow an academic or vocational course, you will find help in determining your strengths and weaknesses.

GRADE EIGHT

After having had a good spring orientation, it is hoped you will be prepared for eighth grade. This year you will be expected to assume more responsibilities - social as well as academic.

In grade eight, you will take the DIFFERENTIAL APTITUDE TEST. This is a standardized test given to determine your aptitude in areas of language usage, verbal reasoning, space relations, numerical ability, mechanical reasoning, clerical speed and accuracy, and abstract reasoning. Counselors will study your scores, discuss the results with you and make recommendations to you and your parents. These scores are presented in two major categories: verbal reasoning and numerical ability. Results are given in percentiles; the percentile is based on 100 - 50 being considered an average score. If, for example, your score fell in the 60th percentile, this would mean that of 100 students, you would be expected to do better than 60 of them or that 40 did better than you. It is important for you to remember that any test is only an indication of what you can do as a student.

In the Career Guidance Center, you will find information on careers, schools, colleges, scholarships, the armed services and student job ideas. During study halls and before and after school, you will be able to do research for class projects, to see career films, and to hear guest speakers. Guidance assistants will help you find any materials you may be looking for.

You will fill out cards on which you indicate courses you wish to take the following year.(See Appendix B) By signing the card, your parents or guardian indicates approval of your course of study. Parents will be urged to talk with counselors if there are questions about your program. This course of study card must be returned to your counselor.

In order that you may have firsthand career exploration, both Mahoney and Memorial will cooperate in holding a Career Fair in the Memorial gymnasium. You will be given the opportunity to talk with representatives from businesses, schools and organizations in the area. Simulations, demonstrations, and films are also used to depict careers in as realistic a way as possible. Exhibitors will hold an evening session for your parents.

As in grade seven, deficiency reports will be sent home. These will indicate subject areas in which you may be having difficulty. This affords the opportunity for your parents to call your counselor.

In the spring you will be part of individual or group sessions. At this time your counselors will explain the quarter courses which provide the opportunity for exploring areas of interest not offered in the regular curriculum.

GRADE NINE

You should be aware that in ninth grade you are accumulating points toward high school. In choosing the proper course, you should know that 17 Carnegie units (85 points in the South Portland system) are required for graduation. Discussions with your parents and counselor can lead to intelligent decision making about your subjects.

Among other quarter courses available to you is one designed for self exploration and introduction to career opportunities. In the values component of the course, you will determine your objectives, seek information about them, and learn to evaluate that which is important to you at this particular time of your life. Job shadowing is a major phase of the course. This will permit you to choose a person whose job interests you and to follow him or her throughout a day at work. In this way you will be able to experience the responsibilities, interests, problems and successes dealing with that field of work.

Various tests are available to you through the guidance office. These will identify reading, math, and verbal abilities. A career interest inventory will reveal an awareness of career preferences. If you are taking biology, you will be encouraged to take the COLLEGE ENTRANCE EXAMINATION BOARD BIOLOGY ACHIEVEMENT TEST.

With course of study cards, you will follow the same procedure used in grade eight. Again your parent or guardian will be asked to sign the card and discuss questions, and resolve problems with your counselor. Your parents will be invited to visit school in the evening to talk with counselors about the high school course of study.

Later in the year a similar invitation to the high school will be issued. You and your parents may meet the guidance counselors and the faculty advisors of various school extra-curricular activities such as Key Club, Leo Club, sports, Junior Achievement, yearbook. High school students serve as tour guides in the building for the orientation.

GUIDANCE AND COUNSELING SERVICES IN THE HIGH SCHOOL

At South Portland a needs assessment survey was taken in 1975-76. This was based on your needs expressed in a series of student surveys. Instruments used were the Sophomore Survey, Assessment of Career Development Test, Guidance Center Orientation Questionnaire, Senior Career Day Evaluation, Alumni Follow-up Questionnaire, and other workshop evaluations.

Results of the survey indicated a need for activities dealing with self awareness and for interpersonal relationships. It is essential that you have a concern and a responsibility for others. "More people lose jobs because they can't get along with others than for any other reason."

Counselors lead group discussions in activities dealing with values and attitudes. To most young people a value refers to something which you consider "important". You will be encouraged to identify and develop your values. While doing this, you will clarify some of the things essential in your career choice and life style.

Resource people in the community are invited to the school to discuss social problems. Students in great numbers have taken advantage of the opportunity to view films and talk with counselors as well as professionals from the social service agencies in the local area.

Further, the survey indicated student need for career and educational planning. The location for such information is the Career Guidance Center where materials are collected and catalogued for teacher and student use. You may use the Center on an individual basis when you have free time and desire career information. Also available is an expanding audio-visual section of filmstrips, films, and cassettes, all dealing with various careers.

In order that you may be aware of career opportunities in the Greater Portland area, you will be invited to attend sessions of the Career Guidance Institute. These workshops enable you to visit places of business and industry in the local community. Tours of the facilities of these companies, schools, and factories offer an insight into their internal operations. Moreover, you are offered the opportunity to talk freely with directors, owners and managers regarding career and educational possibilities.

Regularly scheduled Career Days are held throughout the school year. One career cluster, such as health or communications, is featured. Your teachers will be invited to bring classes to the group counseling room so that you may learn of job choices and training programs. You are also encouraged to use your study halls to attend these programs. A variety of methods is employed to present the highlighted careers: films borrowed from various sources, filmstrips/cassettes with follow-up discussions, video tapes of interviews between students and members of the community, and live speakers who give background information on local job options.

Placement is another aspect of student need revealed in the survey. A Job Bank is maintained in the Career Guidance Center for the purpose of helping you find part-time employment during the school year and full time employment for summer.

A listing of full time jobs is available after graduation or upon termination of formal education.

You may obtain Social Security applications from the Guidance Center.

Whether your goal is vocational school, the four year college, the military or immediate job entry, alternatives are presented, discussed, and investigated. College and military representatives visit the school to talk with interested students. In addition, you may visit regional vocational schools to learn of programs open to you. Undergraduate students at the Univsity of Maine conduct campus tours for those seeking an orientation to college life.

Each counselor works with the attendance officer and a personal contact is made with each dropout or potential dropout. The counselor tries to arrange an individual conference before the student leaves school to learn the reasons for leaving and to give the student helpful information. Every effort is made to help the student remain in school. The counselor tries to contact parents either by a home visit or by telephone. The dropout is encouraged to complete his/her education by attending adult education programs or by taking the State Equivalency Test (the GED). We wish to establish an open door policy so that the dropout will feel that the school is always willing to serve him. He/she is urged to use the Career Guidance Center Wednesday nights during the school year for counseling and for career, vocational and job information.

Utilization of community resources is designed to increase awareness of both educators and employers to improve career possibilities for all students and to make education more realistic for developing individual talents and pursuing career choices. A human resource list of faculty and business people from various service organizations has been established to assist you in career planning and development.

During your high school career you may be asked to help counselors by filling out various surveys and questionnaires. You must realize that these documents are very helpful to counselors and to the school system because the findings are used to up-date guidance services and make them more meaningful for you. Counselors often send you follow-up questionnaires so that you will have the opportunity to let them know how your high school education is helping you and how it could have been more valuable.

Please bear in mind that guidance services are available to members of the community who are no longer in school. These services include counseling, job placement, and assistance in searching college and vocational school materials.

You should recognize your counselor as a helping person. If you feel your rights have been violated, you should feel free to go to your counselor and discuss the situation. Your relationship with your counselor is to be built on a base of mutual trust, confidentiality, and understanding. You are urged to take advantage of what can become a very meaningful experience.

GRADE TEN

On the day preceding the opening of school, there will be an informal orientation during which time you may pick up class schedules and find your assigned homeroom. Guides will be available to assist you.

Group sessions are planned early in the school year. These will enable you to talk with others in your class and with counselors regarding school adjustment. You will be excused from study halls to take part in these sessions. The career guidance handbook will be available so that you may investigate what to expect in guidance services during your high school years.

With other members of your English class, you will have an orientation to the Career Guidance Center. The guidance assistant will prepare a sheet offering information about the Center, its facilities and materials. During the session, you will do a self evaluation and take a career search test. You will also be asked to complete a survey evaluating the guidance services offered in the junior high. In addition, you will begin a career interest inventory which will be maintained throughout your high school years.

The ARMED SERVICES VOCATIONAL APTITUDE BATTERY TESTS (ASVAB) is given during your tenth grade year. A letter is sent to your parents explaining its purpose and seeking their permission for you to take it. Since it reveals your strengths and weaknesses in different vocational areas, it can be of benefit to you.

For those of you having academic difficulty, deficiency reports will be sent home. This is an attempt on the part of the guidance department to inform your parents should you be failing.

A general invitation will be issued to all sophomores interested in participating in the Hugh O'Brien Scholarship. This identifies an outstanding member of the sophomore class.

Vocational options will be presented to you. You will have the chance to explore vocational programs and visit the Portland Regional Vocational Center. Among the South Portland programs which you may investigate are distributive education, work experience, and the business work study. Making you aware of the availability of training is a valuable guidance service.

In preparing your program of study for the junior year, you will receive group counseling to help you make intelligent decisions. For the first time you will be concerned with phasing of courses.

Phase 1 is for those who have difficulty with basic skills in the subject area.

Phase 2 is for those who need to refine the basic skills at a slower pace.

Phase 3 is for those who would like to advance beyond the basic skills at a moderate pace.

Phase 4 is for those who learn rapidly and have a good command of basic skills.

Phase 5 is for those who have an excellent command of basic skills and are looking for a stimulating academic experience at an advanced pace.

In making selections for English courses, you will have the assistance of teachers and counselors. In social studies, you will be responsible for making your own phase designations.

Group sessions in the decision-making process will be led by counselors. You will be excused from study halls to meet with a small group of students who follow an organized approach to the process. The components of decision-making are values and information about alternatives and strategy. You will practice using decision-making concepts and skills. Objectives of this program are to help you realize that you do make decisions affecting your life and to recognize that decision-making is a personal matter; the "correct" decision is correct only for you.

As always, you will have the opportunity to make appointments to see your counselor individually for whatever reason you may have - be it personal, social, or academic.

GRADE ELEVEN

Goal setting is a program designed by counselors which will help you establish short and long term goals. Working in groups, while reviewing career opportunities, you will learn the relationship between your values and the career and life style you choose.

Having been introduced to vocational options in grade ten, you may wish to consider the following programs in planning your course of study.

1. Cooperative Distributive Education is a laboratory course dealing with sales and the distribution of products and services. A special phase of the program provides for work experience under the supervision of trained personnel. Classroom instruction is related to job requirements and to your individual needs.

2. Cooperative Trade and Industrial is designed to help you learn and develop an employable skill. You will receive instruction in academic subjects and in specific occupational areas. Emphasis is placed on individual assignments. The course is a cooperative arrangement involving you, your parents, employers and school.

3. Cooperative Office Occupations is a work study course permitting on the job training for secretaries. At the same time you would be enrolled in the Office Machines course which complements this training with practice in use of business machines. You will have experience working in the local business community under supervisory personnel.

4. In addition to these two-year courses, you should consider other programs available at Portland Regional Vocational Center. Among the variety of options you may want to examine are automotive, carpentry, graphic arts, electronics, health occupations, and horticulture.

This year you will be participating in more standardized testing which again will indicate your strengths and weaknesses. Counselors using a team approach will provide an orientation to the PRELIMINARY SCHOLASTIC APTITUDE/NATIONAL MERIT QUALIFYING TEST. Given in the early fall to any junior electing to take it, the test is offered for a fee of $2.75, at this writing. All participating in this test will be competing for National Merit Recognition. This test which measures your verbal and mathematical skills is an excellent one for any student thinking about college. Study guides to assist you in preparing for the test are available in the Career Guidance Center.

Group orientation to the College Entrance Examination Boards will be available to you during the year. The SCHOLASTIC APTITUDE TEST is available November through June. The cost at this writing is $7.25. You will be encouraged to take this program during the spring. Aptitude measures verbal and mathematical skills. The ACHIEVEMENT TEST PROGRAM measures knowledge gained in specific areas: English, mathematics, social studies, and foreign languages. Your choice of college will determine the specific achievement test required of you. The cost of the Achievement Test(s) is $11.00 - whether you decide to take one test or the maximum of three at one sitting.

Registration forms for the CEEB Tests are available in the guidance office.

Individual counseling will continue to be available to you as an ongoing service of the department.

In the spring of your junior year, you will be invited to make up your course of study for your last year in high school. (See Appendix C) The importance of your course selections cannot be over emphasized. You have made a commitment which must be evaluated every year as you get closer and closer to graduation. Am I taking the right courses? Will I be able to meet the requirements of my tentative career choice? Will I be satisfied with myself? Am I doing the very best I can? These and other questions can only be answered by you. If you have carefully evaluated your abilities, seriously thought out your future options, and done your very best, you should be ready to plan your final year with confidence and anticipation.

GRADE TWELVE

One of the first requests made of you during your senior year will be the completion of post-secondary plan cards. These will require a commitment concerning your goals. Responses indicate your interest in pursuing further education, employment, or military service. Beginning in September, there will be visits from representatives of post-secondary institutions. This will be an ongoing procedure throughout the year. You will be invited to attend any sessions pertaining to the interests you checked on the plan cards.

Letters to your parents inviting them to Open House will be sent in the fall. Later they will be urged to attend Senior Parents' Night. At this evening session, they will become familiar with programs and services available to you in your final year at South Portland High. Many parents may wish to discuss financial aid and scholarship awards. (See Appendix D - E - F for specific information.)

After each ranking period, personal letters will be mailed to your parents if there are serious questions about your graduation status. Often recommendations for correcting or improving the conditions are suggested by your counselor. You are reminded that to earn a high school diploma, you must pass 8 semesters of English, 1 year of American History, and 3 years of physical education. All other courses are elected, based on your career interest - be it vocational, college or immediate job entry.

In group sessions you will review the testing program available to seniors. For those who have not taken the Scholastic Aptitude and Achievement Tests of the College Entrance Examination Board (CEEB), the opportunity to do so will be provided during the year. It is suggested that these tests be taken early in grade twelve.

A transcript, which is your record of subjects taken and grades earned from grades nine through twelve, will be sent to institutions of higher learning to which you have applied. Your counselors spend many hours filling out the necessary forms and writing letters of recommendation. Much time and thought are required for these to be done in a professional manner. You should know that these transcripts are not released without permission. You or your parents will be requested to sign a release form.

Counselors will explain the ADVANCED PLACEMENT TESTING PROGRAM to make you more aware of the opportunity it affords you. You are not required to take part in the program even though you may be taking the Advance Placement courses. AP TESTS are given in the spring by the Educational Testing Service. If you score high enough - a 3 or higher on a scale of 1 to 5 - you may get college credit from those colleges or universities participating in the program. The advantages of getting credits before college entrance are a financial saving and a chance to pursue advanced courses in a selected field. Cost is $32 for each examination and the fee may be reduced as determined by government guidelines.

On follow-up surveys, students have indicated that Senior Career Day was one of the most beneficial events of their school life.

You will be interviewed by personnel managers and business representatives from the community. This is not to be considered a job placement day. The major objective of this exercise is to make you aware of the interviewing process. You will learn of the types of jobs in the area and the qualifications necessary to obtain them. English teachers and counselors involve students in interviewing techniques, resumé writing, and values clarification activities. Grooming and proper dress are also discussed in the career orientation workshop.

The guidance department has initiated a service which responds to a great student need - that of college survival. In the past, students have been academically well prepared to pursue further education. The problem has been one of social adjustment and the need to meet diverse situations in the community of post-secondary training. To assist you in selecting the right school and in learning to work and live with others, counselors will arrange special workshops. They will assist you in filling out applications and exploring the ways of seeking financial aid. Students presently in college join the guidance staff and involve you in discussions dealing with social adjustment, campus living, and use of leisure time.

At the end of the year, you will have a final session with counselors to evaluate your high school experience, including curriculum, guidance, clubs, organizations, and career education.

Your association with guidance counselors does not necessarily end when you leave the high school setting. The staff will be ready to assist you in any way possible. After leaving school, you could be of continued service to South Portland by sharing with us information about your career and life style.

APPENDIX A

TESTING PROGRAM

GRADE SEVEN

STANFORD ACHIEVEMENT TEST
ALGEBRAIC APTITUDE TEST

GRADE EIGHT

DIFFERENTIAL APTITUDE TEST

GRADE NINE

BIOLOGY ACHIEVEMENT (CEEB)

GRADE TEN

ARMED SERVICES VOCATIONAL APTITUDE
BATTERY TEST V
CEEB ACHIEVEMENT TEST available

GRADE ELEVEN

PRELIMINARY SCHOLASTIC APTITUDE/
NATIONAL MERIT QUALIFYING TEST
SCHOLASTIC APTITUDE TEST
CEEB ACHIEVEMENT TEST PROGRAM

GRADE TWELVE

SCHOLASTIC APTITUDE TEST (CEEB)
ADVANCED PLACEMENT TEST (CEEB)
BETTY CROCKER SCHOLARSHIP TEST
ACHIEVEMENT TESTS

INDIVIDUAL TESTING AVAILABLE

KUDER PREFERENCE RECORDS
SELF-DIRECTED SEARCH
OCCUPATIONAL EXPLORATION KITS
JOB-O
WECSHLER-BELLVIEW INTELLIGENCE SCALE

APPENDIX B

JUNIOR HIGH COURSE OF STUDY CARD

JUNIOR HIGH SCHOOL
South Portland, Maine

PROGRAM OF STUDY REGISTRATION

Name ______________________________ (LAST) (FIRST) (M. I.) Course ____________ Class ________

Address ______________________________ Telephone ____________ Total Points ________

SUBJECTS (WRITE SUBJECTS IN PENCIL)	Points	SCHEDULE
ENGLISH	5	
HISTORY	5	
MATHEMATICS	5	
HEALTH	1	
PHYSICAL EDUCATION	1	
SPEECH	1	

______________________________ PARENT OR GUARDIAN SIGNATURE OF APPROVAL ____________ DATE

______________________________ PARENT OR GUARDIAN SIGNATURE OF APPROVAL ____________ DATE

IF YOU HAVE ANY QUESTIONS CONCERNING YOUR CHILD'S PROGRAM OF STUDY, PLEASE CONTACT GUIDANCE COUNSELOR AT 773-5629.

APPENDIX C

HIGH SCHOOL COURSE OF STUDY CARD

SOUTH PORTLAND HIGH SCHOOL

Name ______________________ Class ________
LAST FIRST MIDDLE

Address ______________________ Points ________

Tel. ______________________ Course ________

Date of Birth ______________ Place of Birth ______________

SUBJECT Write in Pencil	POINTS	DO NOT WRITE IN THIS SPACE
English	5	

APPENDIX D

LOCAL SCHOLARSHIPS AND AWARDS

A general scholarship application may be obtained in the guidance office for any of the following local scholarships. Since new awards may be added each year and others may be eliminated, we suggest that you pay particular attention to scholarship notices sent periodically to seniors by the guidance office.

The ALTRUA CLUB offers a $200 scholarship to a girl who plans short term or vocational training. The recipient must exhibit citizenship and have an earnest desire for further education.

LEILA BROUGHTON AWARD of $100 is presented to a graduate who has shown integrity, industry, courtesy. The recipient need not be a high ranking student nor is it a requirement that he/she plan to attend a post-secondary school.

PHYLLIS DAVIDSON FRENCH AWARD is given to the highest ranking student in French IV who plans to attend a 4 year degree college.

EAGLES ASSOCIATED AWARD of $100 is presented to a student who has shown citizenship and scholarship and has made a contribution to the school.

STEWART P. MORRILL POST AMERICAN LEGION AUXILIARY awards a $50 scholarship to a qualified senior girl who is a good school citizen in need of scholarship aid. Preference is given to the daughter of a veteran.

STEWART P. MORRILL POST AMERICAN LEGION offers a scholarship of $150 to a qualified senior.

Preference is given to the son or daughter of a veteran.

RANDALL AND MC ALLISTER OIL COMPANY presents a scholarship of $500 to a senior student who has been involved in school and community activities. The recipient must be enrolled in an accredited college.

EDWARD C. REYNOLDS FUND is a financial award made to the highest ranking senior going on to college.

The PARENTS AND TEACHERS OF DORA L. SMALL SCHOOL award two $100 scholarships, one to a girl and one to a boy. The students must have attended Small School and have been accepted in a post-secondary school.

SOUTH PORTLAND HIGH SCHOOL KEY CLUB offers a $200 scholarship to a senior boy who has been in the honor assembly for two years and has been accepted in an accredited school of higher education. The student's scholastic record, financial need, and school and community involvement will be considered.

SOUTH PORTLAND HIGH SCHOOL KEYETTE CLUB provides a scholarship of $100 to a senior girl who has made outstanding contributions to the school.

SOUTH PORTLAND KIWANIS CLUB presents a $200 and a $100 scholarship to two students who need financial assistance and who plan to attend a post-secondary school or college.

The SOUTH PORTLAND-CAPE ELIZABETH ROTARY CLUB awards two scholarships. One award of $300 is given to a student pursuing a full-time course at SMVTI. The second scholarship of $250 is presented to a student planning a full-time course of study in the field of medical-dental services. These would include dental hygienist, X-ray technician, registered nurse or licensed practical nurse.

The SOUTH PORTLAND TEACHERS' ASSOCIATION presents a scholarship to a senior who has been accepted in any post-secondary educational program.

SOUTH PORTLAND POST 832 V.F.W. awards a scholarship of $500 to a deserving senior. First consideration is given to the son or daughter of a V.F.W. member. Then the child of any veteran is considered. The recipient must have been accepted in an accredited post-secondary school. The student's scholastic record will be reviewed, and school and community involvement will be taken into consideration.

A FACULTY-ALUMNI SCHOLARSHIP is being established. As soon as the fund is large enough to yield a significant amount of interest, a scholarship will be awarded.

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APPENDIX E

REGIONAL AND STATE SCHOLARSHIPS

Listed are several scholarships which you may wish to consider. Information and applications are in the guidance office. You should see your counselor for further information.

AMERICAN LEGION AND AUXILIARY offer several scholarships to high school seniors who are in the upper half of the class scholastically, who show financial need and have been admitted to an accredited college or vocational school. The JOHN G. STOVER AWARD consists of two $300 scholarships, one to a girl and another to a boy in the State of Maine. The JAMES V. DAY AWARD is a scholarship of $300. The CHILDREN AND YOUTH SCHOLARSHIPS offer seven $300 awards, one in each of Maine's Seven Regional Districts. Only one scholarship may be awarded to any one individual.

ASSOCIATED GENERAL CONTRACTORS OF MAINE award two $500 scholarships to students planning to enroll in a two-year construction-oriented course at the University of Maine or at one of the Vocational Technical Institutes of Maine. Applicants are selected on the basis of financial need and academic standing.

CHARLES A. BISHOP JR. MEMORIAL SCHOLARSHIP offers grants to competitive high school swimmers.

The PORTLAND BOYS' CLUB ALUMNI ASSOCIATION presents two scholarships to any senior boys who are going on to college or vocational school. One is for $300 and the other is a $100 award. The only stipulation is that the boy have been a member of the Boys' Club for at least two years.

BUSINESS AND PROFESSIONAL WOMEN'S CLUB OF PORTLAND awards a $200 scholarship to a senior girl deserving assistance in continuing her education in a business or professional career.

CUMBERLAND COUNTY VOITURE 1003,40 and 8, American Legion presents a scholarship to a senior applying to a Nursing School or Nursing Aide School.

DATA PROCESSING MANAGEMENT ASSOCIATION awards a $400 scholarship and a runner-up award of $100 to a senior planning to attend a two year college, business and/or data processing school. Applicants must compose an essay of not less than 1000 words on the topic "Why I Feel Data Processing Would Be a Rewarding Career".

ELKS NATIONAL FOUNDATION SCHOLARSHIP LEADERSHIP PROGRAM presents four "Most Valuable Student" awards ranging from $700 to $3000 each.

KENNETH JORDAN HIGGINS MEMORIAL TRUST SCHOLARSHIPS are available to any senior who has been accepted in an accredited post-secondary vocational school, college or university. The student must demonstrate financial need. Six one-year scholarships in amounts up to $750 will be awarded to residents of the Greater Portland area.

MAINE STATE EMPLOYMENT ASSOCIATION offers two scholarships in this district of the State. Applications will be considered only from sons and daughters of MSEA who are entering post-high school educational or vocational programs.

One scholarship for $500 and another for $250 will be awarded.

MAINE STATE RETIRED TEACHERS ASSOCIATION SCHOLARSHIPS are given to four high school seniors who plan to study for the teaching profession and intend to teach in Maine for at least two years after graduating from college. Each scholarship is for $300 and will be paid to the college at the end of the first semester. The recipient must be in the upper quarter of the class.

NEW ENGLAND DISTRICT OF KIWANIS INTERNATIONAL offers 27 one year scholarships of $500 each to students throughout New England. The award is based on financial need and a student's overall school record.

PORTLAND BRANCH N.A.A.C.P. SCHOLARSHIP FUND has financial aid available for black students who are interested in further education after graduation from high school.

PORTLAND SECTION OF THE NATIONAL COUNCIL OF JEWISH WOMEN awards scholarships to Jewish senior high school students from the Greater Portland area who are planning to continue their education in a college or vocational school.

WOMEN OF ROTARY, Portland, present a $300 scholarship to a senior girl planning to attend college or a vocational training school. This scholarship is based primarily on need, but achievement and school activity are a consideration.

In addition to the scholarships listed, we recommend that you read Feingold's Scholarships, Fellowships and Loans and the College Blue Book's Scholarships, Fellowships, Grants and Loans which you will find on the financial aid shelf of the Career Guidance Center.

APPENDIX F

FINANCIAL AID FOR POST-SECONDARY TRAINING

Financial aid is based on financial need. This need is determined by financial information included on the Parents' Confidential Statement (PCS). Counselors will gladly assist your parents in filling out these forms which should be filed as soon as application to your college or vocational school is made. The PCS is mailed directly to Princeton, New Jersey, where the need for financial aid is assessed. For example, PCS determines that you and your parents can afford $1500 per year to finance your higher education. If the cost is $2500, your need is $1000. If the cost is $5000, your need would be $3500. Should the school accept you it may meet your financial need. The findings of the PCS are forwarded directly to the institution to which you are applying. The guidance office never receives the results.

Once financial aid has been determined, you must apply to the school of your choice for their own financial aid application. The main sources of financial aid are

1. grants
2. student loans
3. work study
4. Basic Educational Opportunity Grant (BEOG)

A grant is an outright gift. A loan is to be repaid and work study is a program through which a student works on campus or in the community in a non-profit setting and gets paid directly. A financial aid package is usually made up of a combination of the sources mentioned.

These packages are offered to the student directly from the college or vocational school. PCS and BEOG forms are available in the guidance office.